

UBEA

Business Education

Forum

JANUARY, 1951

VOL. V NO. 4

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

Modern Teaching Aids

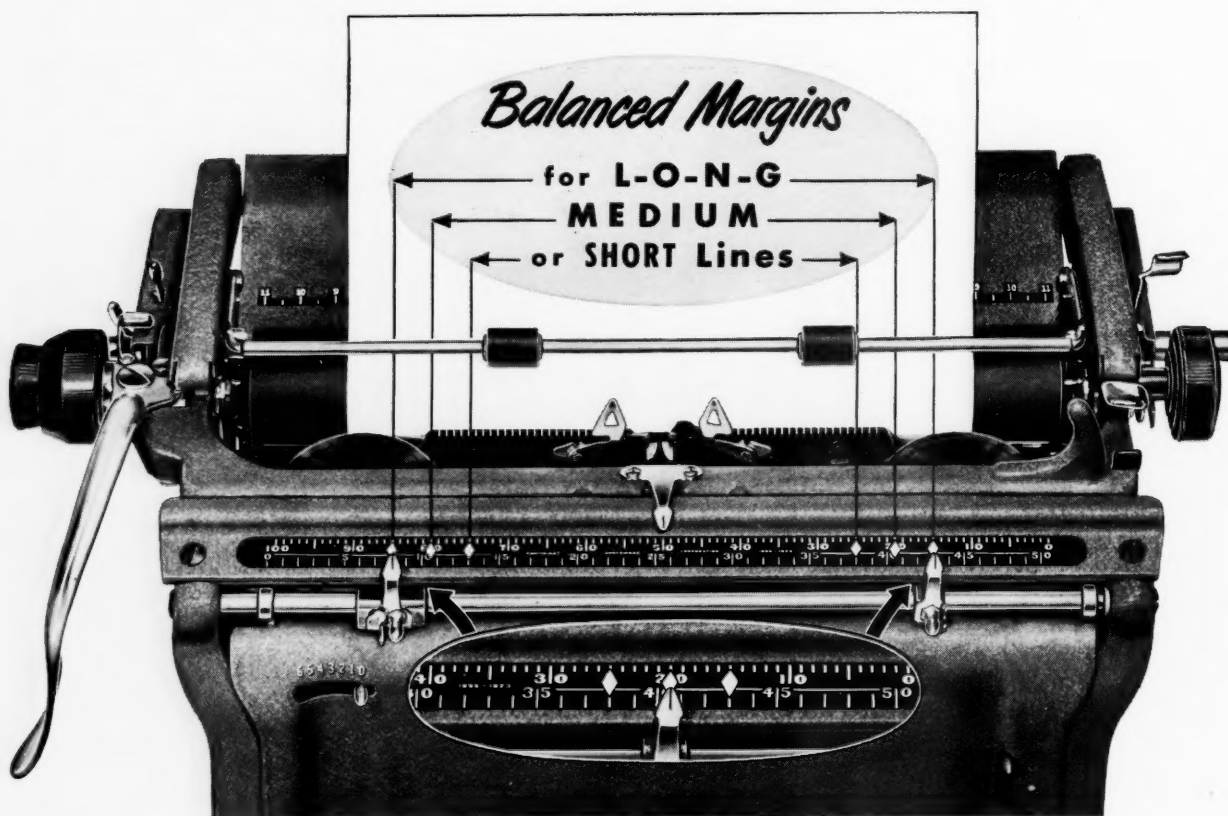
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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- **Professional**—including full active privileges in UBEA and one or more divisions: ● Research Foundation, ● Administrator's Division, ● Business Teacher Education Division; also year's subscription to *Forum*, *The National Business Education Quarterly*, and special bulletins \$6
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Atlantic City, N. J.
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Joint Meeting of UBEA Divisions

- UBEA Research Foundation
- Administrators Division of UBEA
- U. S. Chapter, International Society for Business Education
- National Association of Business Teacher-Training Institutions

GENERAL MEETINGS—OUTSTANDING SPEAKERS
DISCUSSION GROUPS ON TIMELY SUBJECTS

*Write to presidents of respective divisions for
further information about meetings, or address:*

HOLLIS GUY, *Executive Secretary*

UNITED BUSINESS EDUCATION ASSOCIATION
1201 Sixteenth Street, N. W., Washington 6, D. C.

Letters

This section is an open forum for members of UBEA. Ideas and opinions expressed here are those of the writers and not necessarily those of the United Business Education Association.

Business Teacher Education

TO THE EXECUTIVE SECRETARY:

I believe that members of our association will be pleased with the program outlined for the Atlantic City convention of the National Association of Business Teacher-Training Institutions and other UBEA Divisions. The program provides an opportunity for a large number of persons to make a real contribution to better business education.

As one looks back over the last decade or two, evidence of much progress in business education can be visualized. Such progress just didn't happen, but instead, is the result of a few persons in a few organizations, and a few places working diligently toward the improvement and development of those successful techniques and procedures that are employed in business teacher education.

As one thinks of this growth, he can't help but wonder how much greater this progress would have been if many persons in many places, and a great many institutions had worked on the problems confronting business teacher education during the last decade.

NABTTI is opening avenues of progress by providing an opportunity for all persons throughout the United States who are interested in business teacher education to work together in finding solutions to our common problems. We have only scratched the surface of the services that can be rendered those institutions engaged in business teacher education. With the help of all institutions and leadership involved in this activity, we should see a great improvement in the future programs of business teacher education institutions.

E. C. MCGILL

Kansas State Teachers College
Emporia, Kansas

● See page 43 for the program of the Atlantic City Meeting.

Electric Typewriting

TO THE EDITOR:

I wish to express my sincere appreciation for the wonderful articles carried in the November issue of the *Forum*. I found the article by Marion Wood on "Use the Electric Typewriter in Your Office-Practice Laboratory" very helpful.

I am a laboratory instructor in office machines at Texas Christian University and the problem of the correct way to familiarize the students with the electric typewriter in only four hours was giving a little trouble. After reading the articles

in BUSINESS EDUCATION (UBEA) FORUM, I feel that the problem has been solved to a great extent.

Thanks for the wonderful magazine and the helpful articles.

EDWIN MARBUT

Fort Worth, Texas

● This is one of many thank you letters received from FORUM readers.

NEA Journal

TO THE EXECUTIVE SECRETARY OF UBEA:

Congratulations upon the splendid article in the December issue of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION concerning the Future Business Leaders of America. Please send me the appropriate forms and instructions for organizing a chapter of FBLA in the Carter Glass High School.

E. F. BURMAHLN

Lynchburg, Virginia

● The article on FBLA which appeared in the December JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION brought a splendid response from business teachers who are chapter sponsors as well as from teachers and administrators who are interested in converting business clubs or in organizing a chapter of the national youth organization for students in colleges and secondary schools. The opening of the second semester is an ideal time to establish a chapter in your school.

Another article on FBLA appears in the January issue of the DICTAPHONE FORUM. Your Dictaphone dealer will share his copy of the DICTAPHONE FORUM with you if your school is not on the mailing list.

TO UBEA MEMBERS:

Business teachers who are members of the National Education Association will be pleased with the pictorial presentation which is scheduled to appear in an early issue of the JOURNAL. This will be the eighth in the series of articles released by the JOURNAL in cooperation with the United Business Education Association.

The two-page pictorial "Story of Business Education" describes the total program of business education in a large city school system. It is designed to acquaint NEA members (more than 500,000 teachers and administrators) with our specialized area of education.

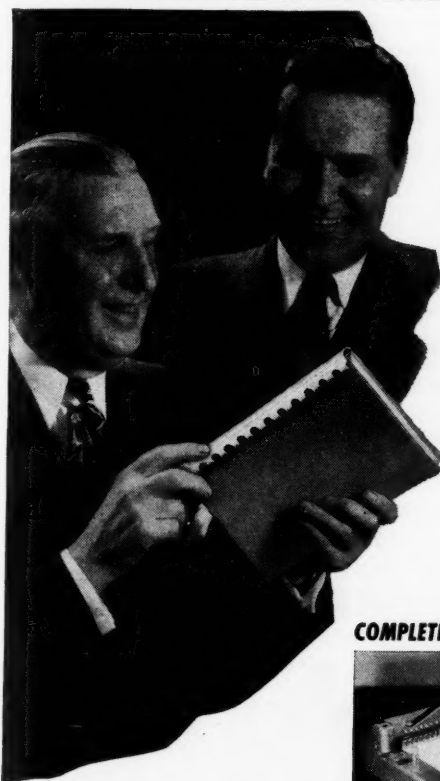
Look for the article and when it appears, discuss it with your administrators and with your co-workers in other subject matter areas. Then write a letter to the NEA JOURNAL editor in appreciation for this service to business education.

HOLLIS GUY

Washington, D. C.

IMPORTANT TO UBEA MEMBERS

- If your mailing address is to be changed, please notify your national headquarters office at the earliest possible moment so that you may continue to receive your copies of BUSINESS EDUCATION FORUM without interruption.
- The change of address order should be made by post office form number 225 or by postal card, giving the old address as well as the new. The old address is important because address plates are filed by states and cities, and your old address is our clue for locating the plate to be corrected.
- It is important also that you give both the new and the old addresses when renewing a membership if the present address is different from the one at which you received UBEA publications last year.
- Since the time required for processing a change of address or new membership is approximately three weeks, you are urged to notify headquarters as soon as you know the new address, preferably six weeks in advance.
- Back issues of the 1950-51 FORUM are not available on memberships entered following the month of publication.



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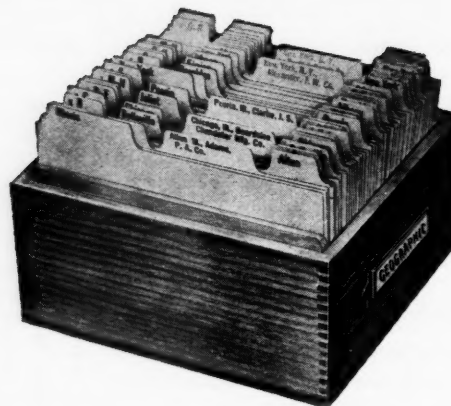
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Headquarters Notes
January, 1951

Dear Business Teacher:

The January issue of headquarters notes is a most appropriate time for a glance at some of the UBEA activities. "How does the membership compare with one year ago?" is the question asked by membership workers and other interested persons who may evaluate the association in terms of growth. It should be shouted from the roof tops that UBEA membership is more than eight hundred above the number enrolled last January.

What about unification? The Southern Business Education Association took official action during the year to change its status from that of a UBEA affiliate to a unified organization. The Western Business Education Association was organized and is now operating as the western region of UBEA. South Carolina Business Education Teachers Association, through a resolution adopted in April, spearheaded a movement for unification of state, regional, and national associations.

Some other highlights of the year: Affiliation - The state business education associations in Minnesota, New Hampshire, Virginia, Mississippi, and Wyoming applied for and were granted affiliated status. Forty-nine associations are now affiliated with UBEA . . . Future Business Leaders of America - The first official handbook was released. The number of chapters grew from 295 to 418 during the year . . . Students Typewriting Tests - Volume XIII was issued for use in the current school year. This testing service was used in approximately 10 per cent more schools than in 1949 . . . National Business Entrance Tests - This service sponsored jointly by UBEA and NOMA showed an increase of almost 4,000 individual tests administered . . . Conventions - Members in attendance at the Atlantic City convention of UBEA Divisions last February, delegates to the St. Louis meeting of the UBEA Representative Assembly, and members of the National Council were enthusiastic in their appraisal of programs and progress reports . . . Conferences - Representatives of the UBEA and its Divisions participated in and spoke for business education at more than a score of conferences devoted to the total program of education on the regional, national, and international levels . . . School-Community Relations - According to the results of a survey based on data obtained from 33 NEA Departments, UBEA ranked in third place (American Association of School Administrators ranked first and the National Association of Secondary-School Principals ranked second) in contributing to good school-community relations . . . Publications - UBEA released eight issues of the BUSINESS EDUCATION (UBEA) FORUM, each filled with down-to-earth articles for the business teacher. Four issues of THE NATIONAL BUSINESS EDUCATION QUARTERLY, the magazine for members interested in research and administrative problems, were released to professional members of the Association . . . 10,000 Club - Each member of UBEA with a specific job to perform in the Association was issued a certificate in recognition of his service. As we enter 1951, many additional persons are assisting the National Council in carrying forward the banner for UBEA and in assuming the major responsibility for the UBEA program . . . Headquarters - As these notes are being prepared, headquarters staff is moving to larger quarters in the NEA building. An additional staff member is being added to relieve our office personnel who work long hours and under considerable strain during peak periods in our efforts to serve business education faithfully and efficiently.

* * * * *

UBEA and FBIA were among the 464 national organizations which participated in the Midcentury White House Conference on Children and Youth held December 3 - 7. This invitational conference was called by President Truman for the purpose of studying and making recommendations for ways to develop healthy personalities and to improve the well-being of children.

Lengthy and sometimes heated debates took place in the work groups, panels, and plenary sessions. Considerable heat was generated on the questions of religious education in the schools and on separation of church and state. The segregation issue also produced considerable debate.

The conference took cognizance of television and proposed that the Federal Communications Commission reserve channels for non-commercial, educational television stations. Further Federal aid to the states, without Federal control, for educational services in tax-supported schools to help equalize educational opportunity was included in the recommendations. The job of establishing the mechanics for carrying out the 90-point plan drawn up by the conference was delegated to the national committee. This committee is composed mainly of prominent physicians, educators, religious, labor, and social welfare leaders of the country.

HEADQUARTERS NOTES

A new type of conference designed to take instructional services and resources of the National Education Association and the 33 departments to the field is scheduled to be held in Toledo, Ohio, April 5 - 7. This conference will be an experimental meeting developed in cooperation with state and local associations in Ohio, Michigan, and Indiana. The Toledo conference is expected to mark the beginning of a schedule of similar conferences in other areas where state and local associations are interested. The basic purpose of the meeting is to bring together teachers to deal with the interrelationships of various levels and fields of instruction and to help narrow the gap between research findings and school practices. As one of the Toledo conference sponsors, UBEA will have an important part in contributing to better teaching and to the total program of education.

* * * * *

February 16 through February 22 will see Atlantic City swarming with several thousand public school educators from all areas of the nation and from many levels and areas of instruction. Among the fifty groups which will hold meetings during the week are the four UBEA Divisions - National Association of Business Teacher-Training Institutions, UBEA Research Foundation, Administrators Division of UBEA, and the United States Chapter of the International Society for Business Education. Presidents of Divisions - E. C. McGill, Paul S. Lomax, Bernard A. Shilt, and Hamden L. Forkner - and the NABTTI program committee composed of Peter L. Agnew, John L. Rowe, and Harry Huffman, have prepared an excellent convention program. The program provides for keynote speakers, discussion groups, and demonstrations. All sessions of the UBEA Divisions will be open to members and special guests who register at the headquarters desk in Picadilly Lounge (first floor) of the Claridge Hotel.

One of the largest commercial exhibits ever held in connection with the Atlantic City convention of the American Association of School Administrators is scheduled to open on the afternoon of February 17. Business educators will find the latest classroom equipment and publications prominently displayed at the exhibit.

* * * * *

Eastern and Mid-western delegates to the UBEA Representative Assembly and NEA meetings in San Francisco next July will have the opportunity of making the trip on a tour designed by the NEA Travel Division to allow delegates to see points of interest enroute. Travel will be by train for most of the tours. Two other plans, however, are under consideration and will be used if enough delegates are interested. These are an economy tour by bus with a number of overnight stops and an air tour direct to San Francisco returning east by way of Mexico City.

* * * * *

The National Commission on Teacher Education and Professional Standards has invited UBEA to participate in the seven conferences which are scheduled to be held in Boston, Washington, Cincinnati, Jackson, Phoenix, Spokane, and Omaha. Problems to be considered at the meetings include accreditation of teacher-education institutions, progress in certification standards, maintaining professional salaries, safeguards against emergency certification, professional growth in service, and improvement in the pre-service education of teachers. Among the business educators invited to represent UBEA at the conference are: Lester Sluder, Boston University; John L. Rowe, Teachers College, Columbia University; Harry Huffman, Virginia Polytechnic Institute, Blacksburg; Arthur S. Patrick, University of Maryland; Vernon A. Musselman, University of Kentucky; Forrest L. Mayer, Ball State Teachers College, Muncie, Indiana; Theodore Woodward, George Peabody College for Teachers, Nashville; Armon J. Lawrence, University of Mississippi; Floyd Kelley, Highlands University, Las Vegas, New Mexico; Edwin A. Swanson, State College, San Jose, California; Theodore Yerian, Oregon State College, Corvallis; M. Fred Tidwell, University of Washington; E. C. McGill, Kansas State Teachers College, Emporia; and Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls.

* * * * *

Of course, it is impossible to forecast with accuracy what is in store for business education in 1951. However, we are certain that the business teacher has an important role in the mobilization plans of our Nation. To repeat a note which appeared in the October issue of the FORUM, "...this school year cannot be a period of business education as usual." As citizens and as business teachers, it is our responsibility to evaluate our programs, our procedures, and our plans in terms of the emergency which has arisen.

Hollis Guy, Executive Secretary

THE COMPULSIONS OF BUSINESS EDUCATION

Education is an attractive profession because of the many challenges it offers—challenges to learn more about the community, the school, the pupils, and the materials and methods of teaching. The teachers who accept these challenges are research workers, experimenters, organizers, leaders, doers. Their pupils, in turn, are learning to be all these things because their classroom activities, their assignments, and their extra class enterprises are such as to make demands upon their imagination, their judgment, their resourcefulness, and their industry. A premium is placed upon their ability to think creatively and to act courageously.

The extent of the pupils' home and community experiences are increased rather than decreased through the influence of the modern school. Their formal education is aimed at helping them interpret the informal experiences of their daily lives, and to increase the breadth of these experiences.

No group of teachers is in a more favorable position than the business teachers to accept the challenge to use materials and methods which relate to community observation and participation. The business community challenges business teachers to use it as a laboratory for direct learning about consumer services and goods, about methods of business operation, about the types of work done by the numerous kinds of business employees, and about the social and economic relationships among business institutions and between business and civic institutions.

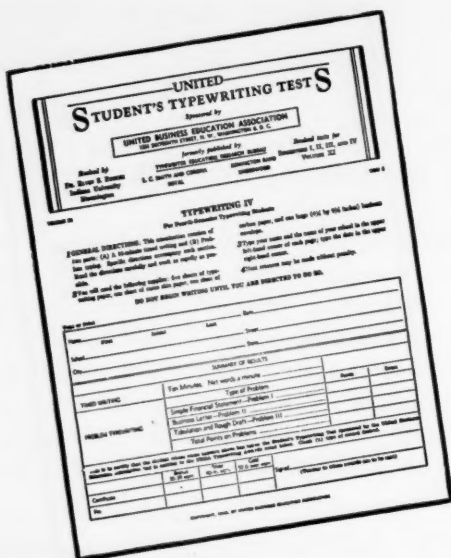
The home challenges business teachers to use it as a laboratory for applying business principles while engaging in such activities as working, saving, budgeting time and money, keeping records, buying, using goods and services, getting along with people, planning for insurance, and compiling income tax records.

The professional business teacher feels compelled to accept these challenges of the business community and the home. They are driven to use the resources of these institutions in the ways so interestingly reported by Gladys Bahr and Grayden Wagner in this issue of the FORUM.

The range of subject matter in business education is so great that efficiency in learning is imperative. The modern business teacher feels a compulsion to save learning time by meticulous planning. This planning frequently results in the preparation and application of unique visual aids and devices such as those described by Robert Thompson, Bernard Deutchman, and Opal De Lancey; and of stimulating auditory aids such as those explained by Fred Tidwell.

The reader of these contributions cannot help but know that they were conceived by teachers who feel the compulsions of business education and with it a deep sense of gratification for being in a great and challenging profession.

LEWIS R. TOLL, *Issue Editor.*



Test I—First Semester
 Part I. Timed Writing
 Part II. Centering Problem
 Part III. Report Writing
 Part IV. Business Letter Writing

Test II—Second Semester
 Part I. Timed Writing
 Part II. Business Letter
 Part III. Tabulation Problem
 Part IV. Minutes of Meeting

Test III—Third Semester
 Part I. Timed Writing
 Part II. Rough Draft Problem
 Part III. Centering Problem
 Part IV. Business Letter

Test IV—Fourth Semester
 Part I. Timed Writing
 Part II. Data Sheet
 Part III. Application Letter
 Part IV. Tabulation Problem

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Students Typewriting Tests are the result of experimentation and revision by specialists in business education. Early volumes were planned and revised by F. G. Nichols. Revision of Volume X was prepared by Thelma Potter Boynton and a special committee appointed by the National Council for Business Education. The current revisions were prepared by Theta Chapter (Indiana University) of Delta Pi Epsilon, and were directed by Elvin S. Eyster, Indiana University, Bloomington; Irol Whitmore Balsley, University of Utah, Salt Lake City; and Howard Lundquest, Kansas State Teachers College, Pittsburg. It is the policy of the sponsor of these tests to conduct a continuous program of research and make revisions as deemed advisable.

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THE Forum

The A to Z in Basic Business Teaching Aids

Teaching aids abound in basic business courses—look for some of them in the alphabet.

By GLADYS BAHR
Stephens College
Columbia, Missouri

Basic business teachers want aids which will take them and their pupils away from the routine types of teaching and learning. Here are, from "A" to "Z", at least twenty-six aids.

"A" for Activities

"A" is for advertisements, too. It is easy to collect them, for pupils are surrounded by ads. When pupils bring the ads clipped from newspapers, magazines, radio and television commercials, throw-aways, and the like, ask: "Which ad do you like best? Why do you like it? Will it make you buy the product? If you bought it, would you be satisfied with the product? Are there terms in the ad that you do not understand? Where can you find more information than is in the ad? Then let's find it." And your pupils are busy for many days searching in books and magazines for facts. *Learning to Use Advertising* issued by the National Association of Secondary School Principals' Consumer Education Study* will help you carry out this activity.

"B" is for the Bulletin Board—surely not a new aid in the classroom, but one that is often neglected. Pupils may keep it up to date with income tax forms and clippings in March and perhaps shopping news at holiday time. Cartoons are always found by the alert youngster.

Committees rate high on the "C" list, though others are community relations or collecting business forms suitable to the unit. Young people who work in committees on topics in which they are interested, learn not only that subject matter thoroughly but cooperation and initiative.

Teen-agers like dates, even "D" for *Date with a Future*, a pamphlet with clever drawings, and enough questions to promote discussion and activities for the

basic business unit on insurance, issued by the Institute of Life Insurance.

"E" bonds, may serve as a basis for a discussion as they did on "America's Town Meeting of the Air" on November 7, 1950. Perhaps you will be able to play that program to your class if you recorded it, but sending for the pamphlet will enable a group to present a Junior Town Meeting on a similar topic in your classroom. Town meeting imitations are excellent activities.

"F" is for Films

"F" is for *Fred Meets the Bank*, which is just one of the films in the basic business field.

Graphs, big and small, horizontal and vertical, studied or created, represent "G" in our alphabet of basic business aids. On graphs plot the cost of living statistics, prices on the stock market available from a metropolitan newspaper.

Teachers have often asked the question, "How?" *How to Invest* and *How to Read a Financial Report*, pamphlets free on request from Merrill Lynch, Pierce Fenner and Beane, brokers with offices in hundreds of cities, will aid in basic business classes. The drawings, summary sentences, and tables in the margins of these brochures are interesting and helpful aids.

Investing in Yourself, a Consumer Education Study pamphlet, places the right emphasis on "I", the main interest of the young student. At his age, it is very important for him to analyze his personal assets and liabilities, to plan his personal, educational, and vocational guidance. The pamphlet suggests activities.

What is a basic business class without a mock jury trial? Yes, "J" for the jury. Why not try a case: the advertiser vs. the consumer, the landlord vs. the tenant, the bailor vs. the bailee, or the creditor vs. the debtor?

*Consumer Education Study list of publications may be obtained by writing to the UBEA Headquarters Office, 1201 16th St., Washington 6, D. C.

"The business teacher is the most essential teaching aid."

Keeping materials of all kinds for future use will provide an aid when it is greatly needed. Keep a bit of ticker tape, worthless certificate of stock, a tax duplicate—little items of realia which make excellent object talks for you or a pupil. Keep adding and subtracting from the collection, so that it will be up to date.

"L" is for Labels

Ask your pupils to bring all kinds of labels. They will find food labels, clothing labels, and labels from appliances and household equipment. The pupils will ask you questions about items on the labels, but you will want to suggest that they find the answers for themselves in many books and pamphlets on that subject. Using *Standards and Labels* by the Consumer Education Study may be the fundamental guide.

My Friend Irma is a good example of a radio skit which is easily adaptable to the classroom. Maybe dumb Irma buys a fur coat on the installment plan, loses her job, borrows money from a loan shark at the suggestion of her boy friend Al, and only her true and tried pal can help her solve her difficulties and at the same time portray to the class, some of the fundamentals of consumer credit.

Note-taking is a technique that needs to be acquired, but note-taking can be meaningful only if notes are gathered from pamphlets and books which are interesting. Some of these would be the *Better Buymanship* booklets published by Household Finance Corporation. The boys will enjoy reading *Better Buymanship*, *Gasoline and Oil*, *Automobile Tires*, while *Cosmetics*, *Hosiery* and *Furs* will probably be some of the twenty-six pamphlets which will be preferred by the girls. Perhaps some will benefit by the *Facts You Should Know* series by the National Better Business Bureau, such as the ones on buying used cars or jewelry. Teach the basic business boys and girls how to find worthwhile information, a technique to aid them in their economic problems throughout life.

The opaque projector can be used to show facts from charts, pictures from pamphlets, and several other things. Although its use is limited, the aid frequently adds variety, and always helps in the learning process.

"P" suggests plays, posters, panel discussions. Posters created by pupils should be a part of classroom work. With three- or five-ply poster paper, scissors, crayons and paste, the slow learners often found in basic business classes can present their collections of travel materials or credit instruments in attractive form for a PTA meeting or for visitors during American Education Week.

Q-SAGO is the name given to a series of teaching units published in the *Business Education World* dur-

ing 1948 and 1949 and written by leading business educators.

The Three R's

Reading, 'riting and 'rithmetic are not forgotten in basic business. Arithmetic becomes an integral part of the unit. Ask the pupils to bring their money problems as indications of their consumer economic experiences. They will need help with grocery prices, bank accounts, season tickets to school events, transportation costs, and any other financial problems.

Surveys in the community are valuable. How do prices compare at the various grocery stores? What are the rates of interest charged by the different money-lending agencies in the community? How many vacant apartments and homes are there in a given area? What is the rent for specific accommodations? What methods are used for protecting consumers? What taxes are assessed on the average home owner and family man? Young basic business pupils can find these answers.

When you invite a business man to speak to your class, it is deemed advisable to give him an outline or a list of questions prepared by the pupils before he comes. His talk will then be based on the needs and interests of the pupils.

Use whatever the pupils can possibly bring to class to clarify essential points. Use illustrations from their purchases, their insurance policies, their social security cards, or their income-tax blanks to make the unit vital to them.

Vocational guidance is a generally accepted unit in basic business on the ninth grade level and again on the eleventh or twelfth grade level. Use *Your High School Record—Does it Count?* by Robert D. Falk, Pierre, S. D., an unusual book, for it is a collection of letters and rating scales from many large concerns to show what is needed to get a job and to hold it. *Finding the Right Job*, a Coronet film, is another excellent aid in guidance.

The *Weekly Releases of the Federal Trade Commission* are free on request from the Commission in Washington, and can be used for special reports, committee work, outlining and summarizing.

"X" is for the unknown quantity, that vast group of unknown teaching aids that will be developed by pupils and teachers in the future if they will be concerned with their needs, interests and abilities.

You, as a basic business teacher, are the most essential aid in all the above mentioned ones. You suggest, you help, you direct.

Zest, zip, zeal are the "Z's" needed in applying each of these basic business aids.

"Start with as complete a knowledge of your community as possible."

Utilizing Community Resources for Curriculum Enrichment

*Teachers have been making more and more use of the community
as a laboratory of occupational, civic, and personal life.*

By GRAYDON C. WAGNER
Norwich Free Academy
Norwich, Connecticut

EDITOR'S NOTE: *How to utilize effectively the resources of any particular community for its program of education is a perplexing and challenging problem—a problem which has been receiving accelerated emphasis in recent years, particularly since World War II. Business teachers as well as teachers of other fields are becoming more and more conscious of the need to use the local community as a laboratory of occupational, civic, and personal life.*

How to utilize effectively the resources of any particular community for its program of education is a perplexing and challenging problem. Since World War II teachers have been making more and more use of the community as a laboratory of occupational, civic, and personal life.

Individuals, communities, and schools are vastly different one from another. Even variety, in our American thinking, is considered a virtue. Certainly the problems of the department head and the business education teacher in the larger school of the large city are quite different from those in the smaller school of the town or rural area. And no one program, device, or technique, can in reason be expected to work equally well in all communities.

It is recognized that there are many variables and problems; for quite obvious reasons no attempt will be made here even to list them. However, for those who wish to do research in this area, there is considerable published material available. *Education for All American Youth*¹ is familiar to everyone and the philosophy, problems, and procedures of community study and service through schools is ably and comprehensively presented by Olsen.² Olsen's treatment of the technique of community analysis and the bridges that can be used between the school and the community is, in my opinion, *must* reading for anyone interested in the problem.

¹Educational Policies Commission, National Education Association of the United States and The American Association of School Administrators, *Education for All American Youth*. Washington D. C., 1947.

²Edward G. Olsen, *School & Community*. New York, Prentice-Hall Inc., 1949.

The Smaller City

Living in a smaller city (population range of ten thousand to fifty thousand) has certain disadvantages. There are, however, many compensations. In a small city everyone knows everyone else and neighbors are more than "that family next door." The chairman of your school board is your banker or some other respected person in the community. Other members of the board sell you groceries, clothing, fuel, or a television set. Your doctor and dentist call you by your first name. The girl in the tax collector's office is one of your recent graduates and the town counselor and his wife belong to your bridge club. It is expected that you will be active in your church and, of course, all civic projects. As a professionally minded business education teacher you will see to it that you are invited to join a service club and probably the chamber of commerce. It is a warm, friendly and very personal place to live. The advantages of living in the smaller place are very real. I like teaching and living in "my towns" but perhaps I should also point out that a part of my salary will be paid in "these intangibles" rather than in money.

No matter how heterogeneous the population, the kind and extent of industrialization, economic status, or other variables in the "my towns," the pattern of living seems to be much the same. The various agencies by which an approach can be made to the community laboratory differ largely only in size and number. And these agencies, in varying degrees, are being used by the department head and the business education teacher in most communities. The programs of two very different "my towns" in Connecticut have been selected to illustrate how community resources can be utilized to promote extra curricular activities. Quite probably there is little, if anything, new in these programs but it is hoped that some of the ideas used so successfully in these two communities will be of value to you in your "my town." It should be pointed out that much of the

"The success on any program depends on the determination, tact, and resourcefulness of the teacher."

effectiveness of any program, technique or device, used anywhere, depends upon the ingenuity, determination, tact and resourcefulness of the business education teachers who employ them. There must also be present constant eagerness to expend amazing amounts of time and energy.

The Well-To-Do Community

The program of the first "my town" is that of a wealthy residential town. Greenwich, Connecticut, an old town with a rich historic background, is the most westerly town in Connecticut. It is located on Long Island Sound and is thirty miles from Grand Central Station, New York City. It is, in reality, a series of eight small towns. There are few large industries and although some New York stores do maintain branches, there are no really large stores. The population is approximately forty thousand and it is the home, for part of the year at least, of a large number of very wealthy people. The number of daily commuters to New York City is nearly ten thousand.

Approximately twenty-five per cent of the 1500 pupils enrolled in the high school elect the business education course which provides for four areas of specialization. Some of the more successful uses of the community laboratory for high school curricular enrichment purposes are as follows:³

Office and Plant Visitations. Each year the National Office Management Association arranges for visits to offices and plants for those high school classes who ask for this help.

Assembly and Classroom Speakers. Considerable use is made of this activity throughout the high school. Because the office and personnel managers represent so many businesses, the National Office Management Association provides speakers on a wide variety of subjects.

Social Activities. The High School Hospitality Club was organized to cooperate and coordinate with the Y. M. C. A. and Y. W. C. A. in their social activities.

Restauranteurs. A leading restaurant in town furnishes its facilities and provides instruction to all high school pupils interested in this vocation.

Science Show. Pitney Bowes, American Cynamid, Electrolux, and others put on a number of science shows and exhibits at the high school each year. High school pupils assist in the set-up and operation of both exhibits and shows.

Community Drives. High school pupils are organized to assist in Red Cross, Junior Red Cross, Foreign Relief,

Toys, Clothing, Community Chest, and many other drives. It is believed that there are many values to be obtained by high school pupils in such drives besides the very obvious citizenship training.

The Town Report. The Town of Greenwich prepares an excellent report of its activities each year. High school pupils do a considerable amount of work in the making of small charts, drawings, graphs, pictures, and the like.

*Merchandise Fair.*⁴ About the first of March each year, twenty-five local merchants are permitted to choose space in the girls' gymnasium. Business education pupils with a retailing major then compete for fifty positions to represent the twenty-five merchants. After choices have been made by the merchants, the latter give these pupils a comprehensive training in how to sell the merchandise which the merchant is to promote at the Fair. The Fair is held early in May, lasts for three evenings, and the adult attendance at the Fair consistently averages better than six thousand. At the Fair, only the trained high school pupils make sales or take orders; they receive a commission on all sales.

*The Students' Shop.*⁵ This is a very unusual high school store. Local merchants furnish all merchandise and receive all profits made from sales. The store is an expansion of the Merchants Fair idea and was designed to give to all retailing pupils practical training on a day-to-day basis during the entire school year. It is the laboratory to supplement and correlate classroom work. Over a period of years the sales each year have averaged something over \$15,000.

All work done in the store is done by retailing pupils under the direction and supervision of the faculty instructor and the cooperating merchants. There is no cost to the town of Greenwich in the operation of the store and the only cost to each merchant is one dollar, the cost of insurance to cover his merchandise. The store is of the department type, is attractive and well-equipped.

The Industrial and Manufacturing Community

The second "my town" is an industrial and manufacturing community. Norwich, with its 40,000 population, is not a wealthy town. It is, however, a national and world-wide source of diversified products. Its more than seventy manufacturing plants turn out a wide variety of products and furnish employment to more than 7,500.

Norwich Free Academy, a private institution with an enrollment of 2,000, is the secondary school for Norwich and the surrounding area. By charter the school

³Clarence E. Schwager, *A Report of Greenwich High School Extra-Curricular Activities*. Greenwich, Connecticut, 1950.

⁴Carl J. Nemetz, *A Report of Greenwich High School Fair & Students' Shop*. Greenwich, Connecticut, 1950.

⁵*Ibid.*

operates on a non-profit basis. Returns from endowment capital are used to pay part of the operating costs of the school and the balance of expenses is paid through tax receipts of the towns using the services of the school. Norwich Free Academy functions and operates in much the same manner as a public high school. The curriculum of the business education course is separated into four areas of specialization and between twenty-five and thirty per cent of the pupils enrolled in the school elect the business education course. The following are some of the more successful uses of the community laboratory for curricular enrichment:

Work Experience—Distributive Education. This is a state-sponsored program under the provisions of the George-Barden Act. The program itself is not unusual; it is unusual, however, for a high school in a community of this size to have such a program. That Norwich has the program is in a large measure due to the efforts of the Chamber of Commerce and the Retail Merchants Bureau.

Work Experience—Office and General Clerical. The Academy maintains a full-time director of placement who has, as part of his duties, supervision of all work-experience programs. In addition there is a teacher coordinator for general office trainees. The operation of the program is much the same as for the distributive education program. However, the number of trainees is larger and the full cost of the program is borne by the Academy. Upon completion of the training program and graduation from the Academy, many of the trainees become full-time employees in business concerns which are cooperating in the work experience program.

Scholarship Aid. The Norwich Rotary Club through its Blackmar Fund helps to provide aid to worthy pupils who wish to borrow money to continue their education in college.

Career Day. Norwich, like many other high schools, has a career day. Any occupation about which ten or more Academy pupils ask for information is included in the Career Day Program. The program is held every other year. One unusual feature of the program is that a committee from the Chamber of Commerce helps to secure speakers.

Child Care. The home economics department of the Academy maintains a play and nursery school to provide child-care training for home economics pupils. The age group for the children is three to four and any parent may, if he wishes, register his child for the school. There are approximately thirty children in the nursery school. There is a nominal fee of ten dollars and usually there is a "waiting list" of applicants.

Radio and Newspapers. The Let's Discuss It Club, a high school club concerned with problems of democracy, school and community relations, and citizenship on both a school and adult basis, each Monday night presents a half-hour program on the local radio station. This radio program consists of the N. F. A. calendar for the week, tape recordings of classroom discussions, panel discussions, music by various musical organizations and other school activities of interest.

Exhibits. The Academy is an unusual secondary school in many respects and one of the more unusual features is the maintenance of a museum with a full time curator and staff. The Slater Museum is open to the public and as in many museums the curator plans a series of exhibits throughout the school year. Norwich is an important textile manufacturing center and quite appropriately a display of textiles furnished by local mills is an annual feature.

This is not, of course, a complete list of the curricular and extra curricular activities for either school in which use is made of the community laboratory. It is, however, a rather representative list. Since the two schools and communities are so entirely different it is hoped that some of the ideas which they have used so successfully will be helpful to others.

Suggestions

How does one help to make a program function? Here are some suggestions which have proved helpful to me: [1] Start with as complete knowledge of your community as possible. Student follow-up studies, office and plant visitations, keys, town reports are examples of valuable sources of information. [2] Be active in community life. Most schools and teachers do far too little in promoting good public relations. [3] Don't try to do too much in too short a time. If the program is sound, it will develop. Plan the organization of the program very carefully. You will be surprised at how much of your time, particularly at the beginning, any program requires. [4] If possible enlist the aid of some community agency: Chamber of Commerce, Better Business Bureau, Retail Merchants Association, National Office Managers Association, Service Clubs, Social Service Agencies both public and private, Parent-Teacher Associations, Civic Organizations or others that your community may have. Feature this aid in publicity releases; this pays dividends in building up the program. [5] And finally, let the program develop cooperatively from the planning stage to the final evaluation. Avoid exploitation of the school by promoters; keep leadership in the hands of school personnel and be constantly on the alert to make use of any community agency that promises to enliven, enrich, and bring reality to the program.

"The instructor turns on the machine and is free to do some real teaching."

Electronics Comes to the Business Education Classroom

Teaching and learning of shorthand are greatly enhanced when voice recorder-reproducer equipment is used by both instructor and learner.

By M. FRED TIDWELL
University of Washington
Seattle, Washington

Advancements made in electronics laboratories in large companies in the United States during the last decade have given to education one of its most valuable teaching aids.

Both the teaching and the learning of shorthand are greatly enhanced when voice recorder-reproducer equipment is used by both the instructor and the learner.

An Aid to Teaching

Every shorthand teacher knows the laborious task of dictating material to a shorthand class where she is compelled to read material at a specified rate from a book and at the same time keep a close eye on the stop watch. This type of activity, although a necessity in teaching shorthand, makes a clerk or a reader of the teacher. What opportunity does a teacher have to watch the writing of her students while she is engaged in this sort of clerical activity?

When the instructor makes a recording of the day's dictation, she merely turns on the machine and is free to do some real teaching. The time to correct an error made by the shorthand student is when the error is made in actual dictation. By using the voice recorder-reproducer machines, the teacher can check posture,

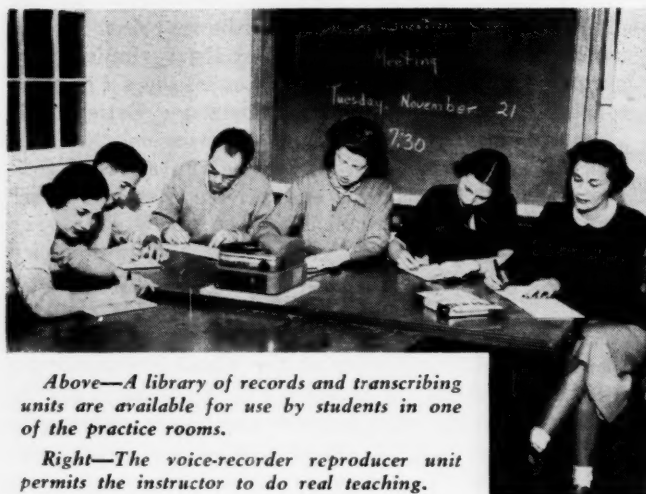
writing position, and writing techniques while her voice is coming from the machine.

In the shorthand classes at the University of Washington, instructors have, by empirical observation, concluded that the teaching, and consequently the learning, is improved by the use of the electronic voice recorder-reproducer machines.

By observing students at work and by observing the papers handed in by the learners, the instructor can advise that certain exercises be given more attention by the students in their outside practice. If, for example, a student is having difficulty with phrasing, the instructor can suggest that the student do outside practice on specific records which contain phrase drills and exercises.

An Aid to Learning

In beginning classes in shorthand considerable time is devoted to the theory of the shorthand system being studied. As the system is mastered, the learner must devote an increasing proportion of his outside practice to dictation. This always presents a major problem because of the difficulty of getting someone to dictate. Too often the students' classmates or parents do not



Above—A library of records and transcribing units are available for use by students in one of the practice rooms.

Right—The voice-recorder reproducer unit permits the instructor to do real teaching.



"Students realize the importance of preparing their lessons with the use of the voice recorder."

know how to dictate, and the problem remains unsolved. If, however, the school has a practice room where a library of recordings of various lessons and dictations at various speeds are available for practice, the student can get the necessary dictation practice. At the University of Washington there are two small dictation practice rooms, each equipped with a voice reproducer machine. The student can select a record of the current lesson for practice or he can select a record of previous lessons or even of new material.

Although the students are not required to do any practice from the machine, the practice rooms are always full. Students realize quite early in their study of shorthand the importance of preparing their lessons with the use of the machine.

A permanent library of dictation records that can be played innumerable times and used year after year is desirable. The low cost of the records makes such a library possible. A permanent library of dictation recordings is not often possible when the wire or tape recorder is used because the spools are too expensive for most schools which must operate on a limited budget.

Limitations of Audio-Aids

The machine does not by any stretch of the imagination take the place of an instructor. The teacher has more free time to make use of the blackboard. The use



The modern way of teaching transcription

of any of the machines is not to be construed as a "method" of learning. The voice recorder-reproducer machine, like the motion picture machine, is a learning aid and should never be considered as a device to take the place of teaching; neither can all the outside practice come from the machine.

Empirical Conclusions

Although no scientific study has to date been set up to prove the superiority of the use of the electronic voice recorder-reproducer machines in the study of shorthand, empirical observations lead the instructors to conclude that:

1. Results are superior to those obtained in former years when an auditory aid was not used.
2. The teacher has an opportunity for the first time to do *real teaching*.
3. Students find the use of the voice recorder-reproducer machines of particular help in preparing lessons.
4. The learning period has been significantly decreased. What ordinarily would take four quarters to accomplish certain objectives is reduced to three quarters.
5. Once used by both teachers and students, neither would go back to the old-fashioned way of studying shorthand.



The old fashioned way of teaching transcription

Applying Work Simplification to Transcription

By OPAL H. DELANCEY
University of Idaho
Moscow, Idaho

For the past twenty-five years, simplification procedures have been the keynote of the modern office. An analysis of the annual meetings of the National Office Management Association further emphasizes the fact that our industrial leaders have devoted much thought to finding how to increase production without additional cost. Production has been increased without additional cost by eliminating non-essential activities and by improving the methods of completing essential activities.

From the standpoint of the student as a potential employee, it is of utmost importance that simplification techniques be an integral part of education in skill subjects. Businessmen tell us that our students are adequately prepared so far as skill is concerned, but that they have poor work habits. The opinion of these businessmen is further confirmed by the reasons given for dismissal of employees from their organizations. Although statistics for dismissals on the job do not entirely agree, a conservative nation-wide estimate is that 87 per cent of failures on the job are due to one of three things: personality problems, inadequate work habits, or inability to work with other people.

The use of correct work habits can be developed through developing a skill in the same way and to the same degree that the use of a typewriter can be developed into a skill. Discussion techniques and success stories, however, are not effective tools for teaching sound work habits. Good work habits are taught by so organizing the learning situation that good work habits are used continuously throughout the time an activity is being learned. Through this method, good work habits become part of the original skill developed in the activity; and by constantly repeating all work in the activity according to correct procedure, the student will know no other way to do the job.

It is inevitable that the busy classroom teacher will react unfavorably to a suggestion that more material should be taught in the classroom, but work-simplification procedures will not result in an increased teaching burden. On the contrary, the application of work-simpli-

After initial instruction has been given, it is recommended that all work should be organized on production standards.

fication techniques is the only solution for the overloaded classroom teacher; properly applied, these techniques will accomplish the desired result in less time and with less effort.

What is Work Simplification?

Work simplification can be defined as the application of common sense to work problems in order to find easier and better ways of doing work. C. L. Maze, in *Office Management Handbook*, defines work simplification as "an organized, critical review and inspection of clerical operations, with the aim of eliminating all non-essential work and of improving the manner in which all essential work is performed." Stated simply, "Work simplification is a method of securing better results with less effort."

ABC's of Work Simplification Applied to the Classroom

The first principle of work simplification is that movements must be directed and controlled. This idea applies equally to physical movements and to movements involving working materials. A straight line is the shortest distance between two points. All movements should be in one direction; there should be neither turning back nor criss-crossing of movements. Three steps in teaching effective movement of materials and body are suggested:

1. The first step is to explain the principle of forward movement. This can be done by selecting some simple activity and then drawing a flow-process chart of it on the blackboard. In this type of project, the writer particularly likes to use the movements a student makes as he uncovers the typewriter and gets ready to work.
2. The second way to teach correct movements is to have the students study and report on the movements of materials and of physical activities involved in some simple activity with which they are well acquainted—such as washing the dishes, making the bed, or mowing the lawn. The report can be summarized and submitted in two main divisions: a description of the old method and a description of the new or improved method suggested by the student.

"The first principle of work simplification is that movements must be directed and controlled."

3. A third suggestion for teaching awareness of correct movements is to ask the students to watch the teacher's movements in the classroom. We cannot expect to achieve perfection with our students in the classroom, for they are neither materials nor machines; but we can show them what to work for by organizing our own work efficiently.

The second principle of work simplification is that every task consists of three operations, all of which are important in studying the amount of time needed to complete the job. The three operations are:

1. Make ready—assemble and arrange all materials and supplies necessary to complete the activity
2. Do the job
3. Put away—return all unused working materials and supplies to their original location.

In timing a transcription problem, count the time it takes to complete all the following steps:

1. The amount of time required by the student to take the material dictated
2. The time required to assemble and arrange working supplies
3. The time required to prepare the typewriter
4. The time required to correct or reread the shorthand notes
5. The amount of time used to typewrite the transcript
6. The amount of time required to proofread and to correct the transcript
7. The time required to present the letter to the teacher, as the dictator, for signature
8. The time required to retype the transcript, if necessary.

If we as teachers consider all phases of the transcription process in computing transcription time, the student will automatically develop speed in completing all phases of the transcribing activity. In addition, the teacher can eliminate a large amount of paper checking by following this plan, since responsibility for accuracy in the transcription work will rest with the student. The teacher is able to use his time and energy to teach transcription rather than to check papers.

A third principle of work simplification that may be applied to the transcription classroom as well as other business education classrooms is the correct placement of working materials and supplies:

1. Select the best place for every item needed in completing the work. The items used most frequently should be located nearest the point of operation.
2. After the best location for materials has been selected, insist that the same materials always be put in the same place. Movements to secure materials can become as automatic and as efficient as the skill in throwing the carriage of the typewriter. This proce-

dures eliminates the necessity of looking for erasers, pencils, shorthand notebooks, stationery, and so on; and it does away with the constant shifting of materials and supplies.

Teachers throughout the country have developed many gadgets to assist in handling stationery and supplies at the small typewriter tables. The simplest and most practical plan is to use file folders or large mailing envelopes. The file folders or large mailing envelopes can be stapled together to hold typing paper, second sheets, carbon paper, envelopes, and erasing supplies, although some teachers prefer to use them without stapling. The illustrations suggest two plans for arrangement of supplies.

If more than one piece of work is to be completed, a basic rule of desk flow is that work should move from left to right. Unfinished work is received on the left, and completed work is placed on the right side of the desk. A well-planned routine procedure has tremendous influence in building sound work habits.

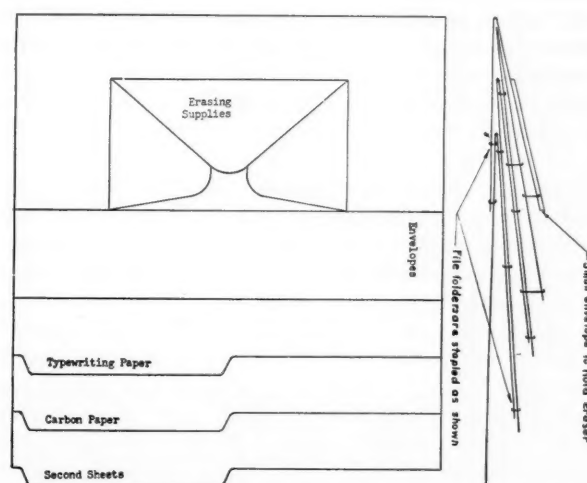


Figure 1.—File folders have been stapled together to hold typewriting paper, second sheets, carbon paper, envelopes and eraser. The illustration assumes that carbon pack assembly is to be made at the typewriter. For desk assembly, reverse the position of the carbon paper and the second sheets. By using the back of an old shorthand notebook, the folder can be placed in an upright position.

Teaching the correct layout of materials in the transcription classroom is complicated by the fact that, in many schools, transcription work is done at small typewriter tables. It is suggested that every transcription classroom be equipped with at least one stenographic desk, so that the students can have experience in handling materials at such a desk. At the small tables, however, there is still much that can be done to teach proper arrangement of materials and supplies.

(Continued on page 24)

"Any material can be adapted to the exact speed most appropriate for individual classes."

Build Your Own Dictation Timing Charts

It is possible to construct a timing chart which will permit the dictation of counted material at any rate of speed desired.

By BERNARD V. DEUTCHMAN*
Vocational High School
New York, New York

Counting dictation material for shorthand classes is a constant, time-consuming activity for the shorthand teacher. This procedure is necessitated by the fact that most of the shorthand dictation material published is counted in groups of 10, 15, or 20 words, and no method is currently available for rapid conversion to odd, in-between speeds. Material counted in the aforementioned groupings lends itself rather easily to dictation at several standard rates of speed. For example: when counted in groups of 20 words, it is simple to dictate at 40, 60, 80, or 120 words a minute.

However, should the teacher desire to utilize more gradual steps in increasing the rate of dictation, such as dictating at 42 words a minute, 44 words a minute, 46 words a minute, or at any such speed, the only feasible method now available is to count the material for the specific rate of dictation desired. Once any textbook dictation material is marked with symbols for a specific in-between speed, it becomes confusing and almost impossible to mark the same material with other symbols for dictation at another speed. Such a procedure prevents utilization of the speed-building device of accurately dictating the same material several times at slightly increasing rates of speed. In addition, much more dictation material would be made available for speed-building procedure if any counted material could be adapted to the exact speed most appropriate for individual classes.

By following the steps outlined, a teacher can construct his own timing chart:

1. Find the least common multiple of the rate of speed at which you wish to dictate the material and the number of words in each group of the counted material.
2. Divide the least common multiple by the rate of speed. The result will be the number of minutes required for the timing cycle.

3. Divide the least common multiple by the number of words in each group. This result will then be the number of groups which can be dictated in the timing cycle.

4. Multiply the number of minutes in the timing cycle by 60 (the number of seconds in each minute).

5. Divide the result of step 4 by the number of groups which can be dictated during the timing cycle (result of step 3.) This result will then be the number of seconds required to dictate each group of words at the desired rate of speed.

6. The timing chart is then constructed by adding the number of seconds required for the dictation of each group (step 5) to itself again and again until the total number of seconds or minutes in the timing cycle (step 2) have been consumed.

The timing chart is then used in the following manner: Start dictating when the second hand of the watch points to 0. The second hand should be pointing to 16 by the time the teacher finishes dictating the first group of words, then to 32 at the end of the second group of words, to 48 at the end of the third group of words, to 04 (of the second minute) at the end of the fourth group of words, and so on, until either the dictation is completed or the dictation has passed the 60-second point at the end of the four minutes, and the cycle can be begun from 0 again.

If a stop watch is not used, it is not necessary to wait for the second hand to reach the "0" mark. The teacher may start when the second hand of the watch is at 16, 32, 48, 04, 20, or any other point on the timing chart and continue from there on around the cycle.

At some speeds a slight compensation must be made when the division of the number of seconds in the timing cycle by the number of groups in the cycle (step 5) does not result in an even number of seconds. For example, this situation will occur if one should desire to dictate material counted in groups of 20 words at 44 words a minute.

*Mr. Deutchman is the assistant chairman of the Secretarial Studies Department in the Grace H. Dodge Vocational High School, New York City.

"No method is currently available for rapid conversion to odd, in-between speeds."

Illustration

Problem: To construct a timing chart for dictating at the rate of 75 words a minute material which has been counted in groups of 20 words.

1. Find the least common multiple of 75 and 20.

Add 75 to itself successively until the result can be evenly divided by 20.

$75 + 75 = 150$ (cannot be divided by 20)

$150 + 75 = 225$ (cannot be divided by 20)

$225 + 75 = 300$ (can be divided by 20)

2. Divide the least common multiple by the rate of speed. (Result will be the number of minutes required for the timing cycle.)

$300 \div 75 = 4$ (minutes required for the timing cycle)

3. Divide the least common multiple by the number of words in each group. (This result will then be the number of groups which can be dictated in the timing cycle.)

$300 \div 20 = 15$ (groups which can be dictated in the 4-minute timing cycle)

4. Multiply the number of minutes in the timing cycle by 60 (the number of seconds in each minute).

$4 \times 60 = 240$

5. Divide the result of step 4 by the number of groups which can be dictated during the timing cycle. (This result will then be the number of seconds required to dictate each group of words at the desired rate of speed.)

$240 \div 15 = 16$ (seconds to dictate each group of 20 words at the rate of 75 words a minute)

6. The timing chart is then constructed by adding the number of seconds required for the dictation of each group (step 5) to itself again and again until the total number of seconds or minutes in the timing cycle (step 2) have been consumed.

16
32
48
—
04*
20
36
52
—
08
24
40
56
—
12
28
44
60

*NOTE: For convenience in dictating, the underscore is used to denote the passage of one minute, and no number above 60 is shown on the timing chart. Instead, the number 60 is subtracted each time the second hand would pass the one-minute mark, and only the number of seconds in the next minute are shown. In the example above, the fourth number would have been 64. Since the 64 does not appear on the face of a watch, 60 is subtracted therefrom, and only the 04 is shown on the chart.

Steps

1. 44
+ 44
—
88
+ 44
—
132
+ 44
—
176
+ 44
—
220
2. $220 \div 44 = 5$
3. $220 \div 20 = 11$
4. $5 \times 60 = 300$
5. $300 \div 11 = 27$
with 3 left over

Steps

6. Construct the timing chart as before:

a. 27	b. 27
54	54
—	—
21	22
48	49
—	—
15	16
42	44
—	—
09	11
36	38
—	—
03	06
30	33
57	60

Obviously, the chart prepared for a dictation rate of 44 words a minute is three seconds short in the five-minute cycle. Consequently, these three seconds should be distributed at regular intervals throughout the chart. The points at which these three seconds would be distributed are indicated above by the + signs. It is then

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"A visual association is made between assets and the left side of the balance sheet."

a simple matter to rewrite the chart as shown in step 6a by adding the extra three seconds at the points indicated in 6b.

Thus it can be readily seen that by following the steps listed and the illustrations given, it is possible to construct a timing chart which will permit the dictation of counted material at any rate of speed desired. The

contributor has found it convenient to prepare a chart on a 5" x 8" index card which includes timing cycles for dictation of groups of 20 words at the rates of 30, 35, 45, 50, 55, 65, 70, 75, 85, and 90 words a minute.

The time consumed in building a personal timing chart is far less than that required in constantly counting material for dictation classes.

DICTATION TIMING CHART For Groups of 20 Words										
Rate of Dictation— Words a Minute	30	35	45	50	55	65	70	75	85	90
The second hand on time piece should point to the fig- ures in the column as each group of matter is dictated.	40	34	26	24	22	19	17	16	14	13
	20	08	53	48	44	37	34	32	28	26
	60	43	19	12	06	56	51	48	42	40
		17	46	36	28	14	08	04	56	54
		52	13	60	50	33	25	20	10	07
		26	40		11	51	43	36	24	20
		60	07		33	10	60	52	38	33
			34		55	28		08	53	46
			60		17	47		24	07	60
					38	05		40	21	
					60	24		56	35	
						42		12	50	
						60		28	04	
								44	18	
								60	32	
									46	
									60	

A dictation timing chart facilitates the dictation of the letters at various rates of speed. Not only can letters be easily dictated at

varying rates of speed, but also, the same letters can be dictated at progressively increasing rates of speed.

Visualizing the Balance Sheet

Setting up a string quartet to replace current teaching methods is not advocated, but a re-evaluation of technique is recommended.

By ROBERT J. THOMPSON
San Mateo Junior College
San Mateo, California

"Do you teach bookkeeping with a ukelele?" This strange greeting was spoken by the teacher who was to have the classroom next to mine—and she was serious. Certainly a ukelele *could* be used if it would aid in getting a point across, but I could not lay claim to having used that particular device. While my mind was racing along the line of class participation aids that I do use, my colleague made it clear that he liked quiet neighbors.

An investigation revealed that the instructor who had been teaching the class before my arrival did make use of the ukelele. This instructor told me that one of his students had been getting farther and farther behind in the course. When it was suggested that bookkeeping was, perhaps, not the best course for him, the student insisted that he needed the subject because he hoped to own a music store. "If the store materializes," he said, "I want to keep my own books." Further talk brought

"This device operates on the same principle as a set of scales."

out the fact that the one thing the student could do well was to play the ukelele.

Realizing that this student already had a purpose and lacked only the stimulus, the teacher suggested that the boy compose a song about "Chapter Five." The student agreed to this plan and at the next class session accompanied himself with his ukelele while he sang a stirring chorus of debits and credits.

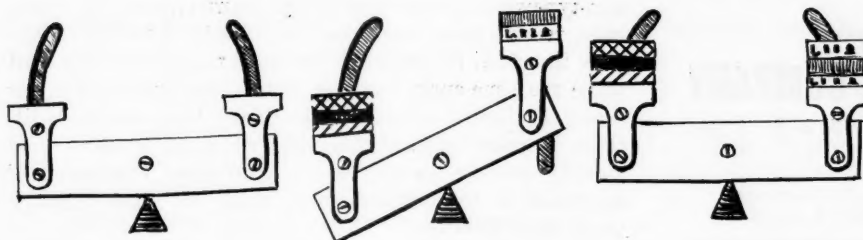
The class enjoyed the change, the boy enjoyed the attention; and, of course, the teacher next door heard only the noise. Chapter V took on more meaning and each chapter that followed was the inspiration for another verse. At last it made sense—a potential drop-out had been transformed into a participating student. Setting up a string quartet to replace current teaching methods is not advocated, but a re-evaluation of what teachers have to work with is recommended.

The Timely Balance Sheet

Another device is described here because it has served so successfully as an aid in presenting the "balance sheet equation" to both secondary school and college students. This teaching aid consists of a plywood backing, an attached crosspiece that pivots in the center, a receiving platform on the left and on the right, and a group of interchangeable blocks representing assets, liabilities and proprietorship. It is an honest-to-goodness balance and operates on the same principle as a set of scales.

The little blocks are interchangeable, having pegs which allow one block to be placed on top of the other without letting any of them tumble. The blocks representing asset accounts have a black background, the liability accounts a red background, and the proprietorship accounts a silver background. Gay caricatures representing particular accounts are painted on the blocks in a contrasting color.

Through the use of this teaching aid, the instructor gives visual presentation of the accounting equation—assets equal liabilities plus proprietorship. Left to right are: the scales before transactions, cash blocks added, capital blocks added to demonstrate the balanced equation, and details of two blocks used in the transactions.



The blocks are made in different sizes, but always with offsetting blocks of the same size. Some of the asset accounts are two-piece blocks so that the substitution of one asset or part of one asset may be made for another.

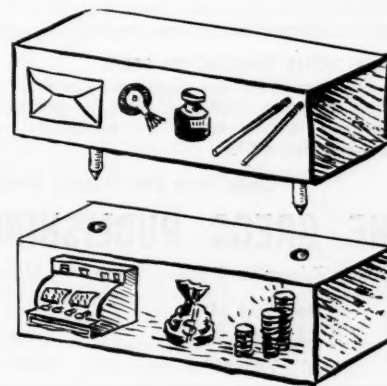
The Transaction

When blocks representing assets are placed in position on the left, that side moves downward. The student readily sees the off balance. A block representing either a liability or proprietorship account, depending upon the transaction, when placed on the right will equalize the balance. An equation can then be completed—assets equal proprietorship, or assets equal liabilities plus proprietorship.

Suggested Narrative

The narrative and the accompanying activities for the above transaction might be: "Mr. Cook, the proprietor, invests cash in the business." A block representing the asset account, *Cash*, would be placed on the left. "The balance is now heavy on the left and needs weight on what side to make it balance?" The students answer, "right," and a silver block representing the proprietorship account, *Capital*, is placed on the right. "The scales are now balanced. From this we can state the equation, assets equal proprietorship." Additional transactions take place showing the effect on the balance sheet and the balance sheet equation.

The results in using this simple device have been gratifying. The instructor not only teaches the equation, but gives a vivid presentation of the rules of debit and credit. A visual association is made between assets and the left side of the balance sheet. The dramatic portrayal of the effect on the balance sheet of debit or credit entries leads to a better understanding of an otherwise difficult theory.



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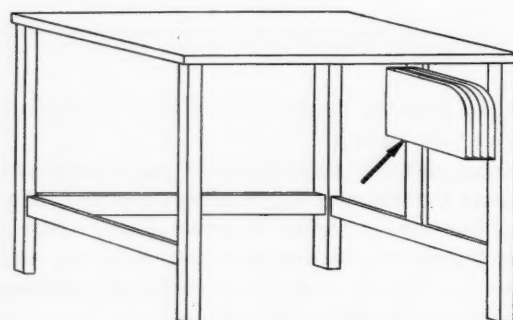


Figure 2.—A stationary rack has been placed on the side of the desk. Such racks can be made in the school workshop. The side of the desk on which the rack is placed is not important—to minimize the movements necessary is the important factor.

In addition to using work-simplification procedure in transcription whenever possible, the student should be taught to develop a number of good habits that apply to general work in the classroom. For example, students should learn to follow oral instructions. Suggesting that students take notes on all classroom instructions and offering them a bonus for every assignment completed without asking additional questions, will help to make attention to oral instructions a part of the student's general work plan. The worker on the job realizes the value of having learned in the classroom to put all instructions in writing.

The speed with which a task is completed must be considered in evaluating efficiency; if given sufficient time, any person can complete a task. After initial instruction has been given, it is recommended that all work should be organized on production standards.

In industry, rate of compensation is based on a number of factors other than skill. As a final measure of accomplishment in the transcription class, why not use a rating sheet which includes the following factors inherent in good work habits:

1. Ability to follow oral and written instructions
2. Attendance and tardiness records
3. Care of equipment
4. Conservation of supplies
5. Efficiency in work habits
6. Skill

Time and motion studies conducted in business offices have tremendous implications for the business teacher: non-typewriting activities in the transcription classroom must receive more emphasis. One study showed that the time in actual typewriting was only twenty-five per cent while the time spent in other duties was seventy-five per cent. Obviously, to speed typewriting time would do little to increase transcription time when the workers were already writing seventy words a minute. The practical approach is to increase speed along all lines through work simplification.

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UNITED SERVICES

SHORTHAND

THELMA POTTER BOYNTON, Editor
ANN BREWINGTON, Associate Editor

VOCATIONAL APTITUDE TESTS FOR SHORTHAND PUPILS, PART II

Contributed by Max W. Poulter and D. H. Sullivan, A. G.
Ogilvie High School, Hobart, Tasmania, Australia

EDITOR'S NOTE: Part I of the study described in this issue of the shorthand service was published in the December FORUM.

The tests fall into five sections:

Tests 1a and 1b are designed to determine the pupil's ability to write phonetically. As shorthand writing is phonetic, it is essential that the student be able to write a phonetic notation as distinct from longhand notation.

Tests 2a and 2b aim to evaluate the pupil's power of substitution. This power is important in shorthand writing, as the spoken word is shown by a shorthand sign.

Test 3a is designed to test retentivity. It is, in fact, an introductory lesson in shorthand and can only be given to pupils with no previous knowledge of the subject.

Test 3b sets out to measure the pupil's ability to form geometrical characters quickly and accurately. As Pitman shorthand characters or symbols consist mainly of lines and curves, it is essential for proficiency that the pupil be able to form the symbols fluently and legibly.

Test 4 consists of a passage of ordinary longhand dictation at speed and was added because the transcript, the final product, must be correctly done within a reasonable time. The transcript is corrected as a passage of English.

Findings

1. Scores on the aptitude test:

Score	Number
70-79	4
60-69	30
50-59	46
40-49	30
30-39	4

The above figures approached normal frequency.

2. Below are the achievements, as measured by the

annual theory examination, set off against the aptitude scores. It should be noted that this examination is given in dictation form.

GROUP A*

ACHIEVEMENT	APTITUDE SCORE			
	60+	50-59	40-49	30-39
76+	7	4	1	---
51-75	5	11	10	---
26-50	---	8	---	4
1-25	---	---	1	---
CORRELATION	.59			

*Group A used the *New Course*.

GROUP B*

ACHIEVEMENT	APTITUDE SCORE			
	60+	50-59	40-49	30-39
76+	12	6	3	---
51-75	6	9	6	2
26-50	---	5	6	1
1-25	---	1	2	---
CORRELATION	.44			

*Group B used the *Modern Course*.

3. It would appear that those pupils with an aptitude score of 60+ are most suited to the study of shorthand. Those with an aptitude score below 40 do not appear to have much prospect of becoming proficient. When the final speed results are available, it will be interesting to note what changes in achievement and correlation take place.

4. The group using the *New Course* shows a higher correlation than that using the *Modern Course*.

5. In Group A correlation of the five sections of the aptitude test with the achievement scores showed:

Tests 1a, 1b—phonetic writing	.52
Tests 2a, 2b—substitution	.44
Test 3a—retentivity	.46
Test 3b—geometrical shapes	.08
Test 4—dictation	.45

Comments: The ability to write phonetically shows the highest correlation. This was to be expected.

(Continued on page 37)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

I LIKE TO TEACH BEGINNERS

Contributed by Inez Ahlering, Head, Business Education Department, Reitz High School, Evansville, Indiana

CONTRIBUTOR'S NOTE: Curiosity to see what each little gadget does as the bell tinkles and the carriage jumps, an interest to find the letters to "peck out" a name, the desire to get the typewriter that someone has said is "good"—these interests so vital to the beginners inspire me to record my experiences here.

Motivation is not a problem in teaching beginners. How may a teacher capitalize on varied interests the very first day? Moving quickly from one essential to another is a "must." Lengthy explanations are out of order at first. Everything cannot be accomplished at once, but a *little* of everything can be done so that the beginner will leave the room reluctantly not only the first day but every day.

To have the machine of one's choice is one step of the journey in the opinion of the beginner, and as nearly as possible, the teacher should see that the pupils' wishes are recognized. The first step, then, is to assist pupils in selecting typewriters that will satisfy them and to find tables and chairs that are suitable. Emphasizing the essentials of posture through the use of charts or pictures in textbooks or demonstrations will impress beginners with good posture and will help them to make the proper adjustments in selecting equipment.

Good posture must not be dwelt upon at length the first day; otherwise, beginners will lose some of the enthusiasm they evidence. Because good posture is one of the fundamentals to good typewriting, it should be stressed daily in beginning classes by the teacher carefully checking individuals, by pupils checking their neighbors, and by repeated demonstrations and explanations.

And now the gadgets! Pupils will use only a few of the operative parts of the machine at first. The basic parts to present are sketched on the blackboard where pupils can see them as the instructor talks and demonstrates. Most girls and boys like to touch levers and press buttons in order to see how the machine works. An opportunity for inspection must be provided as soon as possible.

The beginner's big objective is to know every letter on the keyboard in order that he can prepare copy for his biology notebook, write a letter to a friend, or write an outline for written expression. It is interesting to observe how soon some beginners return to the typewriting room to do personal typewriting, sometimes for

themselves and again for friends. This is evidence that typewriting clicks with beginners.

Locating keys and striking keys present two different learning experiences. Home position and the explanation of fingering and the reaches come first. Various plans are used by different textbook authors and teachers to present the keyboard. Finger and keyboard charts, watching keys, or memorizing the keyboard—which shall it be? Whether or not to present the home row first, to introduce keys by fingers, to start with the most commonly used words, or to follow other plans are decisions the teacher will make at this time.

After the method to be used has been determined, the teacher asks the pupils to place their hands in the home position and *point* to keys in order to learn the various reaches as they are explained. "Do you see how easy it is to find the keys by touch from the home row?" brings an expression of satisfaction from the beginners. The teacher will do well to "talk" with his hands when the keyboard is presented.

Pupils are eager to get their fingers on the keyboard—to get started. With hands in the correct position, the teacher should demonstrate while pupils follow in writing simple combinations that are given in the first lesson of the textbook. Constant supervision is a "must" during this initial practice. The teacher should commend those who do it well and help others who need assistance in stroking. Sometimes a pupil may observe his neighbor in order to see the quick release of keys or he may watch the teacher demonstrate again. The correct return of the carriage, insertion of paper, and the use of the space bar are also mentioned when pupils begin to strike keys.

Praise and commendation are good builders of improvement in accuracy and speed for beginning typists. A few remarks such as: "That's fine, Mary" and "You have made a splendid improvement today, John!" mean much to the beginner. A check in improvement over the previous day, or an improvement over a previously recorded score is heartening to each individual; furthermore, it emphasizes the importance of competing with one's self. The teacher must be on the alert to discover ways in which each pupil may at some time have an opportunity to report his score, to have his name on the board or chart, or to have his paper on display. Praise and commendation are excellent devices for the pupils as well as for the teacher. Watch for progress in some direction and make the most of it!

(Continued on page 38)

HARRY A. HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

TEACHING BOOKKEEPING UNDER CONDITIONS OF COMPLETE MOBILIZATION

Contributed by Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls, Iowa

CONTRIBUTOR'S NOTE: *As this is being written, headlines in the evening paper tell of new controls on credit. Down payments are required to be larger and the credit period shorter. Another news story reports a government request for a 25% boost in aviation gas output. Retail prices move upward, wage-boost talks continue, and inflation becomes evident on all economic levels.*

Already members of the medical profession have been "registered" and many are now in uniform. Already many students have laid aside their classroom preparations and are preparing for and entering military service. Vacancies are appearing already in faculties as members of the teaching profession also enter the military services. Casualty lists are appearing regularly.

Thus far complete mobilization is merely a phrase to many people. Yet today's picture is not a pretty one. Accelerated preparation in that direction is evidenced all about us. A well-known economic newsletter currently states that mobilization efforts will increase rather than diminish. Thinking people are now looking ahead in an effort to anticipate conditions of complete mobilization.

We are often reminded that the actual shooting is only one phase of a modern war, that entire national economies are involved, that each member and section of society must participate and contribute directly. The bookkeeping or accounting class is no exception.

Complete mobilization today means far-reaching government economic controls. This is doubly significant in the field of bookkeeping and accounting; not only must the individual business maintain complete, accurate, timely, and meaningful records for control of its accelerated process, activities and functions if it is to survive, but the government, too, is dependent upon these same records for successful war-time control of our economic system. Decisions of both government and private business, moreover, must involve types of information which frequently have not been made a part of the records in normal times of peace.

Thus the bookkeeper finds himself faced with extraordinary demands requiring a greater volume of work, new types of records, reports, and summaries; and at the same time, demands for speedier information at a time when dependable help and dependable information are most lacking.

What Managerial Problems Will Directly Affect Bookkeeping?

During war everyone is faced with special problems. In our American economy of free enterprise, business management must face and solve innumerable important economic problems of war production. These con-

stantly involve the use of records. Here are just a few managerial problems directly involving bookkeeping:

1. Detailed cost records must be kept on all work done under government contract.
2. Strict accountability is imperative for all materials used—especially for the "critical" war materials.
3. Quick decisions must be made, and they frequently involve relatively large and long-term commitments. An intelligent decision requires complete, accurate, and up-to-date information from the bookkeeping records summarized intelligently.
4. Everything seems to encourage errors, including new and inadequately trained help, irritated nerves, increased activity, undependable deliveries, rapidly shifting inventories, new processes, difficult-to-apply or difficult-to-interpret administrative regulations, scarcity of equipment, cancellations, and other items too numerous to mention here.
5. Again, problems of inflated cost prices on one hand, and demands for correspondingly increased profits and dividends on the other, together with a constantly increasing tax burden, cause management to turn more and more to a study of bookkeeping records to develop solutions.
6. Finally, an ever-watchful eye must be kept on the probable future peace-time activities of the business; customer and prospective-customer goodwill must be maintained and created with resulting additional current financial outlay and records.

What Can the Bookkeeping Teacher Do About It?

No ready-made plan has ever been devised which fits all teachers or all teaching situations. It might seem helpful if all of us were able to read in articles and books statements which tell us exactly what we should do and when and how we should do it! Were that possible, however, teaching would be more nearly a trade instead of the professional art which it is.

It is quite within the realm of possibility though to look ahead and to plan; the good teacher is a past-master at this. Today the bookkeeping teacher may well be looking ahead and planning such classroom readjustments as seem suitable for his situation in this national mobilization. Here are a few thoughts which may be found helpful:

1. Keeping informed about new government regulations, controls, priorities, and methods of letting contracts will help you recognize practical business and service situations your students and graduates will be facing. Priority, credit, and inventory regulations and controls already in effect are all dependent upon records for enforcement. Your newspapers and news magazines are convenient sources of information for you.
2. Both revised and completely new forms for reporting needed data will be appearing in the business world. Students working in offices and from homes of business people will frequently be able to tell your class about some of them, or even to bring actual samples to class. Your own frequent association with business people will help keep you posted also. Professional accounting

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BOOKKEEPING AND ACCOUNTING

magazines will be a source of more technical information and comments.

3. Rising prices, demands for increased wages, and pressures to retain public goodwill illustrate reasons why more emphasis will be placed on better and more meaningful financial statements. Live issues from your daily papers can motivate student learning in this area. Collecting and displaying unusually clear and informative published statements can assist still further.

4. Expanding regulations, controls, and pressures of high production bring additional needs for recordkeeping. More graduates will be faced with the need for a better understanding of records and recordkeeping, either from a technical or from a managerial viewpoint. Perhaps this is an opportune time to reconsider and re-evaluate the kind, quality, and quantity of bookkeeping know-how and understanding entering into the training of your stenographers, your clerical trainees, your retailing students, and, of course, your bookkeeping students.

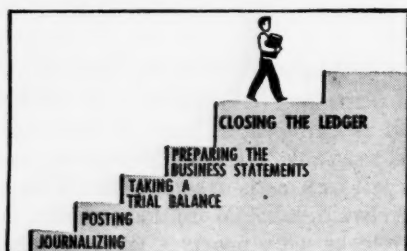
5. Mobilization for high production means speedy production. Wherever possible this will be translated into simplified records and jobs and into machine work. Will your graduates have some understanding of the place of machines in bookkeeping? Will they recognize a new simplified record or procedure as an integral part of the complete bookkeeping system they have learned? Are you a sufficiently skilled artist in your profession to produce the desired answers for your students?

6. New schedules and rates for payroll deductions and taxes will appear. These are constants found now in business record-keeping everywhere. Although not customarily a major factor in

learning double-entry bookkeeping, they today are a major duty of bookkeepers. If an untrained small-business entrepreneur can accept and carry through this responsibility, surely you who have accepted the responsibility of the teaching profession can find an appropriate way to include it in your program of preparing students for work in the business world.

Will complete mobilization affect the teaching of bookkeeping? To a large extent the answer is in the hands of the business teacher, of course. In spite of the age and stability of our double-entry system of recording debits and credits, bookkeeping instructional methods and presentations still vary tremendously. We are still far from agreement on the *best* teaching methodology. Under conditions of complete national mobilization bookkeeping teachers are faced with a special challenge and a special opportunity in the bookkeeping area today.

The National Office Management Association recently has given us suggested proficiency standards for beginning secretaries—with the sights considerably raised for 1953 and again for 1960. Although bookkeeping proficiency may not be completely amenable to comparable objective measurements, is it not reasonable to adjust our sights now for needed higher instructional standards during the present national mobilization?



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As Guide to Procedure**

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

TEACHING TYPEWRITING TECHNIQUES BY SLIDE FILMS

Contributed by Arthur F. Neuenhaus, Royal Typewriting Company, New York, New York

EDITOR'S NOTE: *Arthur F. Neuenhaus, School Representative of the Royal Typewriter Company in New York City, has prepared a series of 27 colored slides designed for use in teacher meetings and typing classrooms. These slides show the correct use of keyboard and carriage controls, scales, margin setting, corrections, ribbon change, and other tasks performed by a typist. The value of these controls—and the correct way to use them—is quickly and dramatically demonstrated. The slides are prepared for use in any 35mm slide projector and may be shown on any size screen.*

Mr. Neuenhaus has been invited to write a brief description of four slides included in the set.

It isn't often that a person's hobby is of daily use to him in serving his customers. Mine is doing just that. The taking of color shots has always fascinated me. The beauty and the remarkable reality of transparency has caused me to spend time and money taking pictures of people, birds, dogs, cats, fish, flowers, and just plain scenery.

Recently I became interested in combining my hobby with my work in the schools. Perhaps through the use of colored slide films, some of the many time and effort saving techniques incorporated into the typewriter could be more clearly shown through this medium. The idea intrigued me and I soon became involved with lights, special backgrounds, wires paper mâché arrows, and all of the other equipment necessary to produce the desired effects on color slide film. The preparation of the 27 slides in the set took about four months' time. Many shots had to be retaken three or four times. Finally the set was completed and was ready for use in a teachers' meeting. The demonstration was made before 30 teachers and the slides were projected on a 4' x 6' screen. Listeners were able to see as well as hear about the use of each special feature.

It is important that typists know the scales incorporated in the writing machine they are using. Through the proper use of these scales, a typist can prepare well-balanced letters, reports with correctly centered headings and inserts, and tabulated columns quickly spaced across the page. These and many other tasks can be performed quickly and easily if the typist thoroughly understands the scale system on his typewriter. In describing Figure I to a group, the following explanation could be made:

"The scales of your typewriter were designed to provide maximum flexibility, utility, and convenience to enable you to produce precise copy arrangements with minimum effort. Fortunately, they are based on an instrument with which we are all very familiar—the plain, everyday ruler. There are four scales on the typewriter—the Paper Guide Scale, the Paper Lock Scale, the Cylinder Scale and the Carriage Location Scale. (These scales are pointed out on the screen.) Notice that when the paper guide is at zero on its scale, the left edge of the paper will appear at zero on all four scales. This uniformity provides three 'rulers' across the paper. The three arrows show how easily the center of the writing line can be located. The left arrow shows the left side of the paper at zero. The right arrow points to the fact that our 'ruler' shows the paper to be 80 spaces wide. The center arrow shows the carriage positioned at 40—the exact center of the writing line. Having thus located the center, headings are centered by backspacing once for each two characters and spaces in the heading to be centered. This convenient center-location is a natural, too, for 'Tabulation by Centering.' Do not overlook the fact that this same principle holds, regardless of the paper width. Having once learned it, there is nothing else needed to enable you to center."

To many typists, margin stops have limited use. They merely set the left and right edges of the writing line. However, when used to their fullest extent, margin stops add much to the ease and speed with which good-

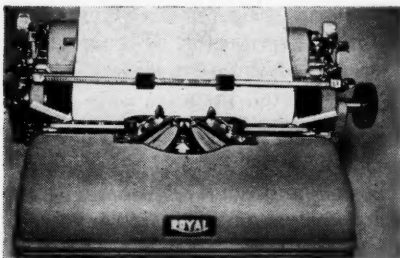


Figure I — Typewriter Scales

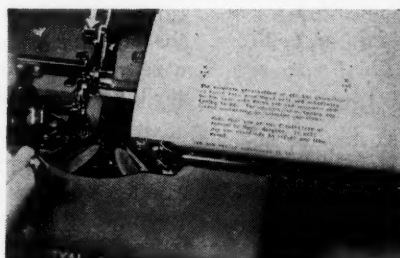


Figure II — Typewriter Margins

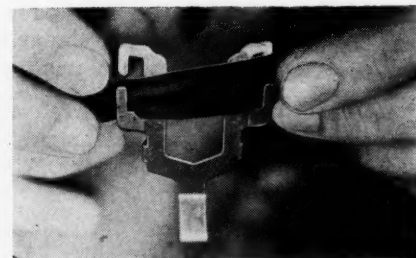


Figure III — Ribbon Vibrator

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MODERN TEACHING AIDS

looking letters and special jobs may be typed. Figure II is a reproduction of a slide showing the use of Margin Stop Levers in typing letters with indented quotations. To explain Figure II, I would say the following:

"When typing a letter with an indented quotation, we are confronted with the problem of returning to our original margin after completion of the indented quotation. This operation can be done without taking the eyes off the copy! The slide shows a letter in the typewriter in which the indented quotation has been completed and the actual return to the original margin is being made. The letters 'M' and 'T' have been typed in red above the left margin and indicate that *both* the left margin stop *and* a tab stop have been set at this left margin. An arrow points to the left margin stop lever to show that it is pulled forward to the right as far as it will go—even beyond the left edge of the paper. Now, since a tab stop has been set at the original margin, the typist needs but to touch the Tabular Key and push back the left margin stop lever to its 'locked' position to be safely, securely, and accurately back to her original margin—no scales to consult, no looking up and no numbers to remember."

As a typist becomes thoroughly acquainted with the special controls on her typewriter, many awkward time-consuming tasks become relatively simple and easy to accomplish. A good example is the slide (not shown) which illustrates the easy, accurate method of typing numbered paragraphs, such as the following:

- M
T and
T
- M
1. Clear typewriter of all Tab Stops and Margin Stops as previously shown.
 2. Set a Tab Stop at the point where you want the numbers to appear.
 3. Set both a Tab Stop and the left Magic Margin at the point where you want your left margin for the paragraphs. Set the right Magic Margin at the desired point.
 4. Hold down the Margin Release Key while returning the carriage to the extreme right.
 5. Touch the Tabular Key and type the desired number. Touch the Tabular Key again and type the paragraph normally.

Here, through the use of three controls, margin, tabular stop, and margin release, a special task may be accomplished easily and quickly. When describing the slide, it should be said that:

"We have learned from the slide on 'Indented Quotations' of the remarkable facility afforded by the simple expedient of setting a Tab Stop along with and at the

left margin. This slide shows how the use of this device can be extended to the typing of numbered paragraphs. We must, however, combine with it the utility provided by the Margin Release Key—one of the most generally neglected devices on the typewriter. In the picture, the letter 'T' has been typed in red above the point where we desire the numbers to appear. It indicates that a Tab Stop is set at this point. The letters 'M' and 'T' have been typed in red above the point where we wish the left margin of the paragraphs to appear. We know, of course, that this means that *both* the left margin stop *and* a tab stop have been set at this point. Now, as shown, simply hold down the Margin Release Key while returning the carriage to the extreme right and beyond the paper's edge. Then touch the Tabular Key and type the desired number. Touch the Tabular Key again and the carriage will not only move to the left paragraph margin, but will automatically lock itself within the confines of the margin so that you can type the paragraph normally and naturally. Upon completing the paragraph, again hold down the Margin Release Key, line space twice as you return the carriage, touch the Tabular Key again and you are ready to type the second and all subsequent numbers and paragraphs without ever looking away from your copy."

One of the operations most disliked and most frequently avoided by a typist is the change of a typewriter ribbon. To those without the proper "know how," ribbon change is synonymous with dirty fingers, messy clothes, and lost time. I have endeavored to show teachers how to teach ribbon change on the typewriter so that typists would no longer dislike or avoid the task. Six slides are needed to demonstrate the step-by-step procedure through which a typist can quickly and easily change a ribbon without dirtying her fingers or clothes.

The first of these six slides is a close-up of the ribbon vibrator on which the parts have been painted in different colors to show the design features which facilitate ribbon insertion and removal. A half-width ribbon is shown in the vibrator to avoid obscuring certain important features which would be hidden by using a ribbon of full width. This clear and complete view helps to promote a clearer understanding of the usually troublesome crux of ribbon changing—the removal from, and insertion of, the ribbon into the vibrator. Figure III is a reproduction of the second of these six slides. In describing this particular slide, I tell them:

"Changing a ribbon can be an extremely easy and surprisingly rapid operation to perform if a logical sequence of steps is followed and some consideration is given to the mechanical design of the parts involved. Let us imagine, for a moment, that we are sitting on the

(Continued on page 37)

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GENERAL CLERICAL AND OFFICE MACHINES

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

BUSINESS EXPERIENCE—HOW VALUABLE IS IT?

Contributed by Bernadette Martocchio, Boston University
College of Practical Arts and Letters, Boston, Massachusetts

CONTRIBUTOR'S NOTE: In a recent survey, one hundred businessmen in the Boston area were asked to give their opinions of what the value was to business educators, if any, of having specific job experience in business. Many contending points of view were given, and who would be didactic about what they reveal? The importance of such a study lies in its exposure of a problem—can a teacher of business subjects effectively present her study without a specific knowledge of what is actually the procedure in business? Among the businessmen questioned, a small segment made one shrewd observation: It all depends upon what kind of business experience the educator receives. When a variety of tasks can be performed in a typical business office, the experience that ensues cannot but be valuable.

What happens when a business teacher becomes the only secretary to five men in a small office is known as "business experience." Mentally she makes a note of what she has told her students to do on their first job and proceeds to do the same, only better, because, unfortunately, the Big Five know she is an educator.

For her the curriculum in the office lends itself to five divisions: the pre-dictation period, the telephone technique and intelligence course, the dictation period, the general skills study, and the transcription period.

Pre-Dictation Period

This period starts at nine every morning until the employers start with dictation work. Even as the first task of the student teacher is to check the classroom ventilation, so it is the first task of the student secretary. Shades are drawn so as to avoid the heat of the noon-day sun and windows are opened in such a combination that cross drafts do not cast into confusion sorted papers. It is a menial duty, but an important one, to dust all surfaces of both the secretary's and the employers' offices. Materials, on the employers' desks especially, are often times too valuable to risk a janitor's wayward duster in the hands of a disinterested third party. The washing of the floors is usually left to the cleaning staff, however.

Supplies are checked for the day. By placing a cardboard order card in the supply closet the secretary invites those using the supplies to note when an item appears to be running low. Caution: the secretary is responsible for hunting in all corners to see that such an item really is depleted, for it is as important not to reorder needlessly as it is to run out of supplies. The ordering of supplies is a responsible task and it

is seldom left to an extravagant Caliban.

Telephone Technique and Intelligence

In the Boston area the telephone company charges six cents per unit for measured service for three minutes. Consequently, before placing a call, the conscientious secretary confirms the following:

1. Do I have the correct number?
2. If Mr. X is not in, does Mr. Boss want to talk to another representative?
3. Mr. Boss is to be in until 11 a.m., will Mr. X undertake to call us back. . . give correct telephone number and extension number to his secretary.
4. If Mr. X. is not in, does Mr. Boss want his name left at all?
5. When will Mr. X. be in?

ATTENTION TEACHER: The Jekyll-Hyde secretary in this story must make a note of one skill that was not taught in class which she needs on this job.

Next year, as one unit at least, perhaps in the filing course, the mysteries of the telephone book listings must be investigated. Do you know that the French Consulate is listed under "Consulat De France"; that the Guatemalan one is listed under "Consulado de Guatemala"? Both of these this secretary used the first day in the office, after considerable fumbling.

Unfortunately, the telephone company does not follow the orthodox rules for filing. "Mab's Kitchen" is found after "Mabry Company" because the 's' is considered in the indexing; we consider only an s' combination, remember? It was over six months before the company for which the writer worked found its listing in the telephone directory.

Admittedly, one might comment that these experiences are too specific to waste teaching time on them as job skills to be learned in the classroom, but they furnish worth-while ideas on which to build units especially in advanced secretarial courses.

The Dictation Period

Little hope exists for approximating exactly the aura of that first business-office dictation period in the classroom. In the first place, one may be confronted by a cigar-smoking employer who mumbles inaudibly over clichés he has used in his dictating history of over twenty years. To the writer's knowledge, no substitute has yet been found for actual experience in the inner sanctum dictating room. But, suddenly the educator realizes the unparalleled importance of writing shorthand with excellent, *unfailing proportion*, from this unique experience. After puzzling over whether this

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outline is "acclaimed" or "outlined" for a frustrating ten minutes, the teacher vows that her next year's students *will* have even more practice and drill on this phase of shorthand writing.

The dictation period does not lend itself nicely to the recording of ten or fifteen neat little pieces of correspondence to be typed in a calculated type-able period for the secretary, as too often does our dictation in the classroom. A ridge of about eight paper clips should be used on the righthand edge of the stiff cardboard shorthand notebook cover to assist in realistic dictation. These clips are used throughout the day's shorthand-note pages to denote:

1. An important letter. Type this first. Red pencil it.

2. A check is being returned to them. Clip it to the specific space in your shorthand notes where the accompanying letter is written.

3. A cable is to be sent at 3 p.m. Call the messenger.

4. Enclose this illustration showing the model referred to in this letter. Clip it to the specific space in the shorthand notebook where the letter appears.

First things are first in the business office. Red-

pencilled letters go out first, telegrams and cables in the order mentioned as important by your dictator, and finally form replies.

A clue to the letter style used is found in the current file; that is, if your employers have not otherwise instructed you. Students and teachers should not radically change the office procedure that first day. After a respectable period of one week, one might ask, "Do you mind if I type your name immediately below your signature instead of typing BY _____?" If it makes sense to him, your employer will give you permission. Later you may revolutionize the entire office system if he has confidence in your good sense.

When using onion skin for carbon copies, one should not twirl the knob and insert the papers in the ordinary manner. The paper release should be down and not set tightly until papers are in place and centered. This procedure avoids wrinkled onion skin.

Many other specific skills and knowledges are learned in the business office, but a few highlights were selected because they are obviously teachable to students who plan to be secretaries.

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TIE IN BASIC BUSINESS WITH BASIC CONCEPTS

Contributed by F. DeVere Smith, Secretarial Science Department, University of South Carolina, Columbia, South Carolina

CONTRIBUTOR'S NOTE: Illustrations are basic devices for explanation. They are at the heart of the art of teaching. Among them are examples, experiences, diagrams, pictures, acrostic devices, parables, stories, and the like. Every student has many basic concepts of life. The purpose of this article is to illustrate how basic business subject-matter can be tied to these basic concepts. In an attempt to show how learning in the introduction to the field of business can be facilitated, intensified, and made vivid, method has been integrated with textbook materials.

One author comments, "Production processes are the methods by which industrial materials are produced or manufactured into the things that consumers or industry want. According to one classification, production processes are identified as extractive, analytic, synthetic, and fabricating." The implied objective is that the student become familiar with the four productive processes. Naming the processes is facilitated by this acrostic device:

S ynthetic A nalytic F abricating E xtracting

The teacher writes the word SAFE on the board in vertical arrangement and calls on a better pupil to name the processes. Next comes the problem of defining the several processes. A remark that catches interest is, "Without any reference to your dentist, tell what is meant by the 'extractive' process."

The pupil selected may be expected to say something of this nature, "It is getting things out of the earth."

TEACHER: Give examples.

PUPIL: Coal mining, pumping oil, digging iron ore, pumping salt wells, and the like.

TEACHER: What about farming?

PUPIL: I am not sure, but I guess so.

TEACHER: Right you are, but the process of getting the materials from the soil may be a bit slower.

Passing on to the "analytic" process, the teacher asks, "What is meant by the 'analytic' process?" The question is directed to Anne Slow, and there is a dead silence. The teacher prods, "Now, Anne, would you eat a whole cow?"

ANNE: No, sir, I wouldn't be that silly.

TEACHER: You are right, Anne, and few other people would be that silly. But, does your answer have anything to do with the "analytic" process?

ANNE: I remember. It is where the meat packers kill the cows and cut them up to sell.

TEACHER: Can you think of any other illustration of the "analytic" or dividing process?

ANNE: Don't people cut diamonds?

TEACHER: Correct, and trees are cut up to make lumber, etc.

Petroleum is cracked, by people who aren't. An elderly man told me that many times he had seen the Ohio River on fire. Yes, years ago, before automobiles, when crude petroleum was cracked to provide kerosene for the lamps of China, the by-product gasoline was dumped in the river, where it would float and often catch on fire and burn. Louise, can you tell us why petroleum is used to illustrate both the "extractive" and "analytic" processes?

LOUISE: Because it is gotten out of the ground and it is cracked.

And so the process is continued, using the basic concepts which are so helpful to the inexperienced student.

One of the most difficult ideas to get over from the usual textbook materials is the concept of a corporation. A moment's thought will cause a person to recall many imaginary persons of past experience. Why not use them in developing the corporate concept?

TEACHER: Did any one of you have an imaginary playmate when you were small?

EDITH: Mama said I had a little playmate that I called Jojo.

TEACHER: What could your playmate do?

EDITH: She could do anything I told her to do.

TEACHER: Did she ever do things you did not tell her to do?

EDITH: She couldn't. I would not let her. Sometimes I played like she did.

TEACHER: Now, Edith, if you and one of your girl friends were playing and you let Jojo play with you, how many people were there to play together?

EDITH: Three.

TEACHER: Yes, the imaginary playmate added one to the number present in the flesh. You can think the same way about a corporation. It adds one to the number of people who joined together to create it.

TEACHER: When did you stop believing in Santa Claus? Richard.

RICHARD: About ten years ago.

TEACHER: As a man now, think back and tell me what the Santa Claus you knew could do?

RICHARD: He could do what papa and mama did for him.

TEACHER: Well, Richard, you know it is the same way about a corporation. It can do only what its creators have it do and have received legal permission for it to do. The corporation is really an imaginary person somewhat like Santa Claus. Some corporations may be better than Santa Claus, some not so good. It all depends on the creators and the objects for which the corporation was created.

TEACHER: William, were you born?

WILLIAM: I think I was but I was not old enough to remember.

TEACHER: Can you prove it?

WILLIAM: Well, I think I am here.

TEACHER: Pinch yourself to be sure. I believe all of us are willing to admit that you are here. But, have you any legal proof?

WILLIAM: I have a birth certificate.

TEACHER: Was it made out before or after you were born?

(Continued on page 38)

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

FIELD TRIPS TO THE SMALL STORE

Contributed by Albert Rosen, Co-ordinator of Distributive Education, Milford, Delaware

Teachers are generally agreed that a well-planned program of field trips is an almost indispensable supplement to their classroom instruction. The small store, however, has not played the important part it deserves in the field-trip program. Here we are missing a grand opportunity to show the student that the operation of a small business, run entirely by the proprietor, or perhaps with the help of one or two employees, is not the simple job it seems to be.

The student has a chance to observe first-hand that the proprietor of a small store must be a buyer, salesman, bookkeeper, stock-clerk, display man, and publicity director, all rolled into one. He does not have a staff of specialists to fall back on, but must rely almost entirely on his own knowledge and common sense.

The student should be impressed with the fact that an employee of a small store has an excellent opportunity to learn the various phases of the business from the ground up. This training will always stand him in good stead, whether he goes on to a better salaried position or opens a store of his own.

The small store can serve as an excellent laboratory for the course dealing with merchandise information. The proprietor often has a vast amount of knowledge of the merchandise he sells, and it is usually not too difficult to persuade the merchant to talk about his line of goods. After all, it is good publicity for the store and gives the merchant a chance to display his knowledge.

Students are eager to listen to successful men and women, and it is surprising to discover the length of time their attention can be held if the speaker is interesting and the actual merchandise talked about can be seen and touched.

This can be illustrated by a field-trip to a small furniture store recently taken by a class. The owner had been in business for about twenty-five years. His knowledge of furniture was extensive and he was quite willing to take the class on a tour of the store. Sometime before the trip the owner and the students were given an outline of the important points to be covered.

This outline serves a four-fold purpose: [1] It helps the owner prepare his presentation and keeps him "on the track." [2] It emphasizes for the student the important points to watch for during the trip. [3] It provides basis for intelligent questions by the students. [4] It serves as a guide for a review.

The trip through the store started at 9:00 a.m. and was not over until noon. During that three-hour period the owner of the store held the complete attention of the

class! He was literally bombarded with questions, such as: "What is the difference between solid mahogany and genuine mahogany?" "Is solid wood furniture always better than veneered furniture?" "What does 'inlay' mean?" "Which type of joint is the best for drawer construction?" "What is the best material to use for stuffing an upholstered chair?"

These questions he answered easily and confidently. The students were quick to recognize that he was a man who really knew his business. This fact, coupled with an interesting presentation, kept the class alert and eager to listen. The discussion and test after the field trip revealed that the students had retained an amazing number of important facts. It is extremely doubtful whether a similar amount of classroom instruction could have achieved equal results.

In order to meet the competition of the large chain-store, the small store has been forced to remain progressive or perish. There are many small stores within a few blocks or a few miles from every high school that are doing a good merchandising job, and which can help the school do a good training job. It is the instructor's obligation to utilize this outstanding aid to best advantage.

IMPORTANT POINTS TO BE COVERED ON THE TRIP TO THE FURNITURE STORE

- Differences between solid and veneered furniture.
- Kinds of wood most used for furniture and characteristics of each.
- Construction of furniture: [a] Types of joints, [b] Center guides, [c] Dustproof sections.
- Construction of upholstered furniture: [a] Frame, [b] Webbing, [c] Springs, [d] Stuffing, [e] Cushions, [f] Upholstery fabrics.
- Characteristics of the different styles of furniture: [a] Queen Anne, [b] Hepplewhite, [c] Sheraton, [d] American Colonial, [e] Chippendale, [f] Duncan Phyfe, [g] Modern.

"Slow improvement" for the nation's schools in their efforts to overcome shortages of teachers and facilities was foreseen in an annual survey made by the Research Division of NEA. Many conflicting pressures are arresting school improvements. "The constructive forces which began in 1947 to correct prewar neglect and wartime losses continue to increase school revenues, but new economic and worldwide factors have offset many gains."

The report shows an average annual salary in 1950-51 of \$3,080 for instructional personnel, which includes classroom teachers, principals, and supervisors in contrast to an average of \$2,980 for the 1949-50 school year. "The dollar amounts paid to teachers," Dr. Hubbard pointed out, "continue to inch upward. The value of the increase, however, is in doubt. The current military program has already resulted in higher prices and a general round of industrial wage increases. Every such turn of the economic cycle lowers the value of all fixed salaries and incomes and brings a new need for upward adjustments."

ERWIN M. KEITHLEY, Editor
CHARLES B. HICKS, Associate Editor

A COMMUNITY RESOURCE PROGRAM THAT CLICKED

Contributed by Alwin V. Miller, Head, Secretarial Science Department, Southern Oregon College, Ashland, Oregon

During the past year the salesmanship classes of Southern Oregon College carried out a shopper survey of the salespeople of Ashland, Oregon. The purpose of the survey was to select Ashland's best salesperson. The principal educational objective was to gain the cooperation of local businessmen in the merchandising program of the college. Another objective was to get the salesmanship students, ninety of them, into local stores, thus giving them an opportunity to meet business people and to observe actual sales situations.

Ashland, Oregon, is a town of approximately five thousand people in the southwestern part of the state. It is in a diversified farming, fruit, and timber region. Most of the retail establishments are relatively small. The Ashland College business education program is a two-year terminal offering. Most of the students in the merchandising training courses seek employment in local retail establishments upon the completion of this two-year program.

Local Business Approval Important

The approval and support of local businessmen was secured before starting the project to select Ashland's outstanding salesperson so that misunderstandings as to the purpose and value of the survey could be avoided. It seemed that the best way to obtain approval and support of the program was through the Chamber of Commerce which represented the entire business community. When the proposal was presented to their Board of Directors, it was readily approved. As an indication of a desire to render service to local merchants, the college merchandising staff offered its services to help in the development of corollary training programs by individual stores.

Method of Selection

The first step in the selection of "Ashland's best salesperson" was to determine how the salespeople could be rated. Developing a rating scale proved to be an excellent teaching device and several class sessions were devoted to discussing the "better" salespeople the students had observed. Points were selected for the rating scale which would permit a student to rate a salesperson in five to fifteen minutes of conversation with him.

The following points were chosen: [1] Personal appearance, [2] Greeting, [3] Inquiry for information, [4] Presentation, [5] Knowledge of merchandise, [6] Personal interest in the customer's needs and desires, [7] Attempt to increase the sale, and [8] Closing technique.

Each of the points on the scale were to be rated 5-4-3-2-1, or *Excellent, Good, Average, Fair* or *Poor*. Thus, with a high rating of five on each of the eight points, the best salesperson could have a maximum of forty points on each rating scale.

Discussion of the points to be considered helped students to arrive at a common description of the characteristics of a salesperson who could be rated at each score on each of the eight points. In addition to increasing the reliability of the ratings, this also proved to be an excellent teaching device for salesmanship training.

Each student rated five salespeople of his own choice. The student would go into a store, ask about a specific article, and observe the salesperson on the basis of the rating scale items. He was to obtain the name of the salesperson during the interview, if possible. If he could not, he attempted to obtain the name from another employee or noted some identifying information which could be checked later. Ratings were to be recorded after leaving the store. Many of the students were actually making purchases at the time of the rated interview, as the instructors had encouraged them to do. Few were recognized as salesmanship students, a fact determined by a later survey.

The leading salesperson was selected upon the basis of the 450 rating sheets which were completed and returned. It was arbitrarily decided that to be considered, a salesperson must have three or more ratings. Of those with three or more ratings, the person with the highest mean rating was declared the "best salesperson." In addition to the winner, six salespeople were given honorable mention. It is interesting to note that local businessmen were almost unanimous in their approval of the students' selection of the seven top salespeople.

Cooperation the Result

The winners and their employers were invited to attend a luncheon meeting of the Chamber of Commerce. At that time the President presented each winner with a special letter of recognition.

The results of the survey were that many businessmen learned of the work of the business department of the college. Also, much greater cooperation was accord-

(Continued on page 37)

UNITED SERVICES

BOOK REVIEWS

HYLA SNIDER, Editor
GLADYS BAHR, Associate Editor

Economics of Transportation, by Marvin L. Fair and Ernest W. Williams, Jr., Harper Brothers, 1950, 757 pages, \$5.50.

MID-CENTURY, 1950, marks a period in which activities related to transportation are of greatest significance. Communities, small or large, are touched intimately by problems of transportation. Even a temporary halt in transportation brings inconvenience to the small community; a breakdown occurring in an urban community may result in a crisis; and the tie-up of a single major industry produces repercussions throughout a nation. In the world community, in both economic and political affairs, transportation plays a major role. It holds a strategic position in any program for peace.

In a timely new book, two experts in the field have dealt with problems arising in the various segments of the transportation system, and with transportation's contribution to the modern social order. *Economics of Transportation*, described as "encyclopedia," lives up to that term in both size and coverage. It deals with the combined facilities which we term "the American system"—rail, air, water, highway, and pipelines—giving for each type some details of its historical background, growth, and present significance. It interprets the interplay of economic forces which affect the highly competitive field of transportation, and reflects the sensitive conditions of all other phases of economic life in relation to transportation problems.

While the broad aspects of the functions of transportation are stressed throughout the book, a large portion of the material is concerned with administrative problems, both private and public, and with important issues growing out of public aid and control. The book is designed for a one-year course in colleges and universities, but the authors suggest that parts of it could be selected for a course which terminates in one semester. The authors are to be commended for their able and comprehensive analysis of the various forms of transportation and of their significance in the national economy.

Streamlining Business Procedures, by Richard F. Neuschel, McGraw-Hill Book Company, Inc., 1950, 334 pages, \$5.00.

THE TERM "business procedure," in the ordinary sense of "method of conduct" must be expanded to fall within the meaning of the content of this book. The wider meaning gives emphasis to the variety of clerical activities in relation to "preparing, sorting, checking and distributing, posting,

analyzing, filing" of forms, records, and reports. It is concerned with "systems, clerical routines, paper work." It is related to a sequence of operations, to recurring transactions, and usually involves persons in more than one department of a business. Further, the point is made that "procedures" as an administrative tool, is not confined to the office; it applies to "paper work," performed at all levels of a business.

By any measure, the various aspects of business procedure occupy a position of major importance to the administrator. In terms of numbers of workers concerned, we are told that there are six million or more employees engaged in clerical work. In terms of cost reduction, it is held that tremendous opportunity to increase profits lies in greater attention to the clerical function. In terms of time saved, and therefore of increased customer service, there is similarly much to be achieved through the improvement of procedures. In terms of impact upon top management and of improvement in employee morale, a sound program for procedures again "pays off."

How a procedures project is initiated and carried through; how personnel is indoctrinated for new procedures; how procedures are installed and tested—all topics of intense interest to those concerned with the improvement of clerical work—are explained in this informative book.

Cases and Problems in Audits and Examinations, by Christian Oehler, American Book Company, 1950, 535 pages, \$5.50.

TYPICAL cases and everyday problems have been selected to accompany *Audits and Examinations*, (See UBEA FORUM, December, 1949, p. 36.) The author has drawn on actual auditing experience for his material, which covers eight months of work for the auditor.

Each case represents one month's work, with a preliminary program of study, suggestions for conferences with the client, the working papers, the project itself, the report, and an evaluation of the unit.

Case Problems in Auditing, by Arnold W. Johnson, Rinehart & Company, Inc., 1950, 259 pages, \$4.00.

THE CASES and problems of this book were prepared for the purpose of supplying a need for supplementary material to be used in combination with other classroom material, including a standard auditing textbook. Although designed for use in an elementary course, several problems which have

had previous use in professional C.P.A. examinations have been included.

As an introduction to problems relating specifically to business transactions, cases involving professional ethics are given. Another section deals with arrangements to be made prior to an audit and with the selection of papers relevant to a company's affairs.

The required exercises provide an opportunity for the improvement of writing skills. Featured among these and summarizing material of earlier working papers, is a final requirement—the writing of "a first-class audit report."

BOOKS RECEIVED

Banking on His Own and America's Future, The Savings Bank of New York State, (Section 10, *The New York Times*, September 24, 1950), 16 pages, gratis.

THIS SUPPLEMENT, published primarily in the interest of fighting inflation, is concerned with suggestions for individual and family saving. It gives "important first steps," not only for "junior capitalists," but for adult members of a family, and discusses methods of financing various types of property. A wide variety of services customarily offered by savings banks is described.

Shorthand Transcription Studies, Simplified—Second Edition, by Irol Whitmore Balsley and S. J. Wanous, South-Western Publishing Company, 1950, 249 pages, \$2.20.

TRANSCRIBING from shorthand plates, as well as from students' notes, is a part of the program set forth in this book for the building of transcription skill through the medium of Gregg shorthand, simplified. Vocabulary building, application of the rules of English grammar, proofreading, and the arrangement of typed material are features of the "guided plan" for developing acceptable transcripts. A manual for teachers is available.

Basic Typewriting Drills, Second Edition, by S. J. Wanous, South-Western Publishing Company, 1950, 91 pages, 60 cents.

FOR ALL LEVELS of typewriting instruction, this book of drills provides material covering a wide variety of skill-building techniques, including thought-typewriting exercises for aid in composing at the machine. Numerous tests for speed building, to be taken in periods ranging from one to fifteen minutes, are given.

Shorthand

(Continued from page 25)

The relation between achievement and ability to form geometrical characters efficiently is not important. Empirically we may assert that such ability is related to high-speed writing. The positive or negative correlation between these two should be a basis for serious thought.

Conclusions

1. What is the function of such a test as presented here? It should give an indication of a student's ability to enter the shorthand class. The test seems to fulfill this requirement. Also it would serve as a basis for the division of the class into high-speed and low-speed sections. That is, it would give some pointers as to the ultimate success of various students and identify the quick or slow learners.

2. The division of the test into sections has a diagnostic value. Any weaknesses will be apparent—pen manipulation, knowledge of phonetics, shortcomings in hearing and sight.

3. It is impossible at this time to come to any definite conclusions as to the merits of the two textbooks.

4. In summary, the tests should enable teachers to make an early grading and so avoid much waste of energy. Intelligence and motivation appear to be two primaries for success in this field.

Supplement

Since the above was completed, Mr. Sullivan has forwarded statistics for the second year. The chief findings are summarized below:

1. The first significant observation is that, because of drop-outs, the group has shrunk from 110 pupils to 81 pupils.

2. With reference to those using the *New Course*: those with an aptitude score of 55+ appear to be most suited to the study of shorthand; those below 45 are not proficient.

3. With reference to those using the *Modern Course*: the achievement shows a marked downward trend as compared with the *New Course*; otherwise, the conclusions are similar.

4. The progress of 69 of the 81 pupils tested is in keeping with their aptitude scores. The remaining 12 pupils show only slight deviation.

5. *New Course* vs. *Modern Course*.

ACHIEVEMENT	APTITUDE			
	<i>New Course</i>		<i>Modern Course</i>	
	60+	25-59	60+	25-59
76+	11	2	3	1
51-75	1	13	9	15
26-50*	---	4	2	6
1-25	---	8	2	4

*50 or more is regarded as a satisfactory achievement.

The pupils who are participating in this three-year study are now in a speed-writing division of the course. After the intensive period devoted to speed writing, it will be possible to arrive at more conclusive findings.

Office Standards

(Continued from page 35)

ed the merchandising apprenticeship program during the next quarter. It is expected that when the survey is repeated this year, more of the stores will adopt an individual store training program for all of their salespeople.

Thus it seems logical to conclude that as business educators find and develop more ways to help local businessmen, more cooperation will be given local educational institutions.

Modern Teaching Aids

(Continued from page 30)

typewriter platen watching the operator's fingers remove the ribbon from the vibrator. Notice how the vibrator's ingenious design permits the ribbon to slide down naturally between the projections which form the

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- An innovation in the field of typewriting.
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rectangular 'window' into which the ribbon must be inserted. Notice, too, that the slight 'pinching down' of the top edge of the ribbon with the forefinger makes the ribbon literally jump into place. The ribbon is removed from the vibrator just as easily, remembering only to 'pinch down' the ribbon edge first. Then the ribbon can be lifted vertically from the vibrator with no difficulty whatsoever."

Having thus made as clear as possible what appears to be the most troublesome part of the operation, the remaining four slides are devoted to what we in the typewriter business take for granted as the simple steps that enable us easily to make the complete ribbon change in less than 30 seconds.

There are many other subjects covered in the remaining 27 slides. Drawing horizontal and vertical lines, a page end indicator, special carriage controls, the use of the automatic line finder, automatic reversal of cards, a simplified method for typing invoices—these are some of the subjects covered. So far the slides have been shown only to groups of teachers. Their response has been most gratifying. Showings of the slides will be made before secretarial practice and advanced typing classes in the hope that slides will aid the teachers responsible for educating these young people.

Here is a hobby that has developed into a valuable teaching aid. Already experience has convinced me that, through the use of these slides, a better knowledge of the typewriter will be promoted.

P-H Texts to Speed Progress!

Thomas Natural Shorthand, Second Edition

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Typewriting

(Continued from page 26)

I like to see the expression of joy in beginners—the joy that accompanies the accomplishment of a particular assignment, the learning of a new skill, the preparation of a new form, or the improvement over the last timed writing. Enthusiasm of the beginner reflects enthusiasm on the part of the teacher. To have the approval of the teacher, to be ready to start another piece of work, to have finished more than was asked are encouraging. Let's keep alive in our pupils the interests and eagerness that they bring to class as beginners. It is more than a spark of enthusiasm the first day. Let's keep it more than a spark throughout the typewriting course!

Basic Business

(Continued from page 33)

WILLIAM: I guess after.

TEACHER: How different from a corporation! Its birth certificate must be made out in advance. William, did your birth certificate tell how long you are going to live and what you are going to do all during your life?

WILLIAM: No, sir.

TEACHER: How different from a corporation! Its birth certificate, called a charter or certificate of incorporation, tells how long it is going to live and what it can do all during its lifetime. Like Santa Claus and imaginary playmates, it can do only those things its creators have decided it can do and have gotten permission from the State for it to do. It lasts until the date set for its death, its dissolution, or forever. A dissolution is really a legal murder. The people who created it get together and kill it, because it no longer needs to exist. Can any of you name any local corporations?

VARIOUS MEMBERS OF CLASS: Standard Oil; Pearce, Young, Angel, Incorporated; The City of Columbia; S. C. Electric and Gas Company. . . .

From this point, the teacher continues by discussing with the class the definition of a corporation given by Chief Justice John Marshall of the United States Supreme Court, in the case of Dartmouth College vs. Woodward. This discussion can be made vivid by injecting bits of humor. The phrases used provide a number of opportunities. The discussion may be concluded with a statement of this type, "The corporation is a person created by three or more men with the legal permission of the State for its existence and acts. The things it does are merely done by authorized people in its name. God created man and breathed upon him the breath of life, but man did not have the power to give the breath of life to a corporation. Therefore, it must exist in the imagination. It is a person in the eyes of the law, hence a legal entity."

An excellent approach in presenting basic business subject-matter is to recall related basic concepts that pupils already have and devise illustrative materials which will link the two. The examples given are modified only slightly from classroom experiences. With a developed reserve of concepts, the teacher can make ready adaptation. There will necessarily be considerable variation from class to class, particularly in the humor element. Ability to link grows with practice.

BETTER BUSINESS EDUCATION THROUGH UBEA PUBLICATIONS

At the 1950 St. Louis meeting of the United Business Education Association, one of the three major problems that were discussed was this: "What Can Be Done to Strengthen and Extend the UBEA Publications Program?" Approximately twenty-five leaders in the field of business education sat down around a conference table and earnestly discussed this problem.

The discussion immediately centered upon the present UBEA program, which provides three major publications. From the very moment that this problem was opened for discussion, it was evident that those present were determined to find a way to coordinate the various features of the present program, with the purpose in mind of attempting to unify all editorial effort so that better business education services might be provided through UBEA publications.

Several ideas were expressed relative to the immediate plan which UBEA should pursue. These ideas were as follows:

1. That the three publications should be maintained and published under the plan that is now in operation.
2. That the NABTTI BULLETIN should be merged with the National BUSINESS EDUCATIONAL QUARTERLY.
3. That the NATIONAL BUSINESS EDUCATION QUARTERLY should be merged with the BUSINESS EDUCATION (UBEA) FORUM.

Very little support was given to maintaining the *status quo* of the present publications program. There seemed to be a strong feeling that something needs to be done to bring about a consolidation of the various publications that are now being produced by UBEA.

Three definite ideas were suggested as to how the NABTTI BULLETIN could be merged with the QUARTERLY. These were as follows: [1] There could be four issues each year of the merged publications. One issue could be devoted to research; a second issue could be devoted to administration; a third issue could be devoted to teacher education; and a fourth issue could be devoted to problems in the areas of research, administration, and teacher education. [2] There could be six issues each year, two of which could be given over to research, two to administration, and two to teacher education. [3] There could be four issues a year, as stated in [1], with the possibility of issuing two supplements.

Very little support was given to the idea of merging the QUARTERLY with the FORUM. It was felt that the QUARTERLY and the FORUM are each rendering distinct services in the areas for which they are being published.

The suggested idea that seemed to receive the greatest support was that the publication program of NABTTI be consolidated with the publications program of UBEA. Under this plan the NABTTI BULLETIN and the NBE QUARTERLY could be consolidated to form a new publication service. One issue could be

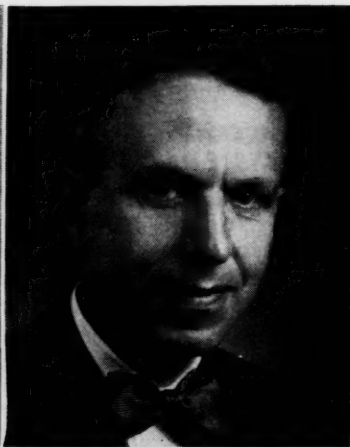
(Continued on page 42)

UBEA IN ACTION

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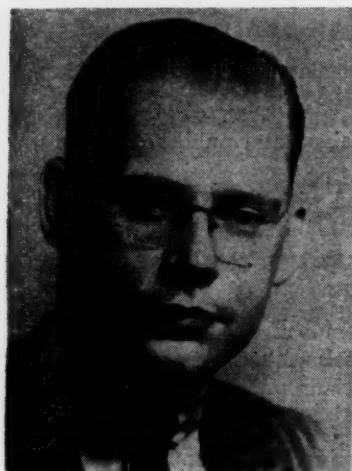
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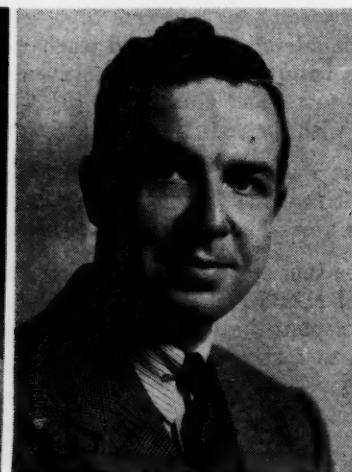
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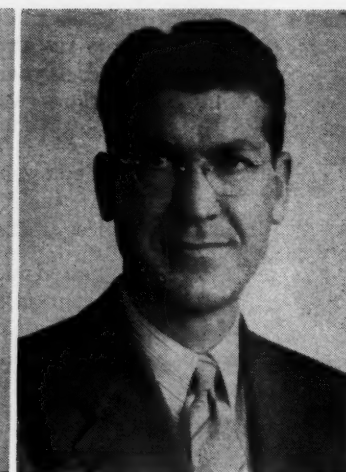
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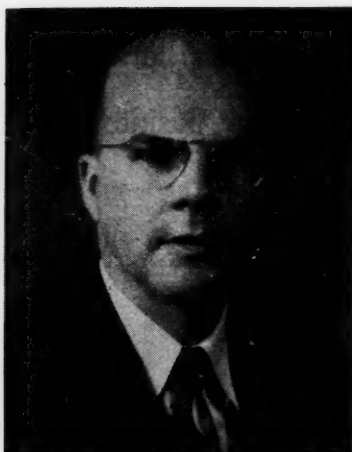
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UBEA IN ACTION

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HARRY HUFFMAN



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HAROLD B. GILBRETH



THELMA P. BOYNTON

A Salute to the Forum Staff

Loyalty and dependability characterize the BUSINESS EDUCATION (UBEA) FORUM Staff. The hundreds of problems which must be solved to produce a single volume of this publication are not commonly thought of by the reader. Soliciting contributions, scheduling, editing, copyfitting, proofreading, revising, and meeting deadlines are but a few of the terms familiar to the Staff.

The editors are specialists in their respective fields, each entertains a strong conviction concerning values which may be derived from cooperative action of UBEA as well as from the individuals who maintain membership in the Association.

To educators all over the country, both business educators and general educators, the FORUM has become the spokesman for business education in America. It is the monthly magazine owned and published by business teachers which features specialized areas of business education and provides a monthly service in each subject matter area—shorthand, typewriting, bookkeeping and accounting, teaching aids, general clerical, office machines, basic business, the distributive occupations, and office standards. Contributors are selected to represent all phases of business education and all levels of instruction.

What You Can Do

If you have enjoyed the FORUM, if you think it is a good magazine for business teachers, if you really want to contribute just a little toward helping to make the FORUM better, there are two things you can do. First, write to the issue editor of your particular field of interest and report some of the interesting things you are doing or write to ask about something on which you would like assistance. He, in turn, will get someone to write an article, because, if the question is important to you, it is also likely to be a problem for many other business teachers. Secondly, if you want to help in another way, all you have to do is get another member for UBEA which means another reader for the FORUM.

Circulation of BUSINESS EDUCATION (UBEA) FORUM reached an all-time high in November, 1950, when the supply of 7,000 copies was depleted. Single copies of both the October (Shorthand) and November (Typewriting) issues are not available for sale or on membership-subscription.



ANN BREWINGTON



REGIS A. HORACE

Schedule of Issues

- Shorthand (October) *Editor*—Thelma Potter Boynton, 106 Morningside Drive, New York, New York; *Associate Editor*—Ann Brewington, School of Business, University of Chicago, Chicago, Illinois.
- Typewriting (November) *Editor*—John L. Rowe, Teachers College, Columbia University, New York, New York; *Associate Editor*—Dorothy Travis, Central High School, University of North Dakota, Grand Forks, North Dakota.
- Bookkeeping and Accounting (December) *Editor*—Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia; *Associate Editor*—Fred C. Archer, State Teachers College, St. Cloud, Minnesota.
- Modern Teaching Aids (January) *Editor*—Lewis R. Toll, Illinois State Normal University, Normal, Illinois; *Associate Editor*—Mary Bell, San Francisco State College, San Francisco, California.
- General Clerical and Office Machines (February) *Editor*—Mary E. Connelly, Boston University, Boston, Massachusetts; *Associate Editor*—Regis A. Horace, State Teachers College, Plymouth, New Hampshire.
- Basic Business (March) *Editor*—Harold Gilbreth, Winthrop College, Rock Hill, South Carolina; *Associate Editor*—Ray G. Price, University of Minnesota, Minneapolis, Minnesota.
- Distributive Occupations (April) *Editor*—William R. Blackler, State Department of Education, Sacramento, California; *Associate Editor*—John A. Beaumont, State Department of Education, Springfield, Illinois.
- Office Standards and Co-operation with Business (May) *Editor*—Erwin M. Keithley, Department of Business Education, University of California, Los Angeles 24, California; *Associate Editor*—Charles B. Hicks, Ohio State University, Columbus, Ohio.

UBEA IN ACTION

EDITORIAL

Better Business Education

(Continued from page 39)

devoted entirely to business teacher education; one issue could be devoted to research and administrative problems related to business teacher education; and special bulletins dealing with specialized problems in business teacher education could be issued yearly as the need arises. This idea seems to be a hybrid of ideas [1] and [3] as stated above.

The consensus seemed to be that many economies could be effected through the putting into operation of this suggested plan. The NABTTI could avail itself further of the publication services of the UBEA headquarters offices which would include such items as over-all editorial services, printing, format, layout, make-up, and the like. This should eliminate duplication of effort and would make full use of the NEA-UBEA facilities now available.

The importance of developing new writers and arousing more interest in writing was emphasized through the following recommendations that editors:

1. Attempt to get new writers through teacher-training classes.
2. Contact students who are doing outstanding work and ask them to write about their experiences.
3. Prepare articles that will give instruction on how to write articles for publication in the FORUM and QUARTERLY.
4. Encourage local associations to urge teachers in their areas to write, to help inexperienced writers, and to coordinate the writing activities in their own areas.
5. Secure reports on successful practices—how they were used, how successful they were, and the like.
6. Provide plans whereby experienced writers could report on activities "as told to" them by others who feel incapable of writing.

These suggestions were made relative to editorial policy: [1] Editors should prepare a plan and then ask for specific articles, turning down any of the articles that do not meet the specifications. [2] Subject matter in any area likely should be brought up to date about every five years. [3] It seems a good practice to select a theme for the special issues and for the services sections of the FORUM, with concentration of articles on one phase of the area given attention in the special issue. [4] Controversial issues might well be discussed and opposite views presented, after which readers might be invited to present their views. Of course, this discussion should be carried on in a dignified manner.

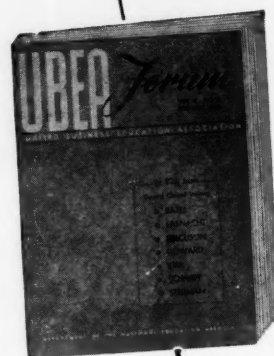
The ideas that came out of the 1950 St. Louis meeting of UBEA undoubtedly will provide information and inspiration that will bring about better business education through UBEA publications.

VERNAL H. CARMICHAEL, *Chairman*

DOROTHY TRAVIS, *Recorder*

Discussants: HULME KINKADE, CLEM WISCH, ERNEST A. ZELLIOT, PAUL M. BOYNTON, FRED BRUNS, PARKER LILES, RUSSELL HOSLER, E. C. MCGILL, JOHN L. ROWE, MARY BELL, HARRY HUFFMAN, VIOLA DUFRAIN, RUSSELL CANSLER, ALLAN L. KNOLL, EDWARD GOLDSTEIN, GLADYS BAHR, CLYDE I. BLANCHARD, AND THEODORE WOODWARD.

... the ideas
which promote better
education for business



pass through
the covers of BUSINESS
EDUCATION (UBEA)
FORUM to the teachers
who will do the job

Regular membership (\$3) in the United Business Education Association includes subscription to BUSINESS EDUCATION (UBEA) FORUM. Professional membership (\$6) includes subscriptions to BUSINESS EDUCATION (UBEA) FORUM and THE NATIONAL BUSINESS EDUCATION QUARTERLY. Regular members may join one or more UBEA Divisions by becoming professional members.

CONDENSED PROGRAM FOR JOINT CONVENTION OF

**NATIONAL ASSOCIATION OF BUSINESS³ TEACHER-TRAINING INSTITUTIONS
U. S. CHAPTER, INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION
UBEA RESEARCH FOUNDATION FOR BUSINESS EDUCATION
ADMINISTRATORS' DIVISION OF UBEA**

Hotel Claridge
Atlantic City, New Jersey
February 16-17, 1951

Theme: Crucial Problems in Business-Teacher Education

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Thursday
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West Room
(Mezzanine)

President: E. C. MCGILL, *Head, Department of Business Education, Kansas State Teachers College, Emporia.* Vice President: JOHN L. ROWE, *Teachers College, Columbia University, New York City.* Secretary: HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg.* Editor: STEPHEN J. TURILLE, *Madison State College, Harrisonburg, Virginia.* Directors: KENNETH J. HANSEN, *Colorado State College of Education, Greeley;* MARGARET BUCHANAN, *Mississippi State College for Women, Columbus;* Ex-officio: PETER L. AGNEW, *New York University, New York City;* HOLLIS GUY, *UBEA Headquarters, Washington, D. C.;* and EDWIN A. SWANSON, *San Jose State College, San Jose, California.*

REGISTRATION
Friday
8:30
Piccadilly Lounge
(Lobby)

Chairman: HOLLIS GUY, *Executive Secretary, United Business Education Association, Washington, D. C.* Committee: DOROTHY VEON, *Pennsylvania State College, State College, Pa.;* HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg;* KENNETH J. HANSEN, *Colorado State College of Education, Greeley;* and RUSSELL CANSLER, *Northwestern University, Evanston, Illinois.*

**FIRST
GENERAL
SESSION**
Teacher Education
Friday
9:30 a.m.
Solarium

NABTTI—Locating, Defining and Delimiting Crucial Problems in Business-Teacher Education. (9:30-10:30 a.m.). Chairman: RAY G. PRICE, *University of Minnesota, Minneapolis.* Introductory Remarks—E. C. MCGILL.

"Four Problem Areas for Group Discussion: their definition and delimitation; crucial issues involved."—D. D. LESSEN-BERRY, *University of Pittsburgh, Pittsburgh, Pennsylvania.*
"Four More Problems for Group Discussion: their definition and delimitation; crucial issues involved."—HAMDEN L. FORKNER, *Teachers College, Columbia University, New York City.*

CONFERENCES

NABTTI Group Conferences (10:45-12 noon). The problem areas and chairmen are listed below.

**Group I
Board Room
(Mezzanine)**

Recruitment, admission, selection, retention, counseling, placement and follow-up of student personnel in undergraduate business-teacher education. Chairman: ALBERT C. FRIES, *Northwestern University, Evanston, Illinois.*

Accreditation, evaluation, and standards at all levels in business-teacher education. Chairman: ELVIN S. EYSTER, *Indiana University, Bloomington, Indiana.*

**GROUP II
East Room
(Mezzanine)**

The pre-service curriculum for business teachers: provision of broad versus narrow specialization in business subjects; balance among (a) general or liberal culture, (b) professional courses in education, and (c) business subject matter; the four-year versus the five-year program. Chairman: EDWIN A. SWANSON, *San Jose State College, San Jose, California.*

**Group III
Park Lounge
(Mezzanine)**

Student teaching and internship: laboratory school versus public school; prerequisites; adjustment to the whole program of the school; role of cooperating teacher; remuneration of cooperating teacher; supervision; basis for granting credit. Chairman: HELEN REYNOLDS, *New York University, New York City.*

**Group IV
Parlor A**

The graduate program in business-teacher education: in-service training of business teachers; the sixth year program for educational specialists in business education; the doctoral program and research in business education. Chairman: PAUL S. LOMAX, *New York University, New York City.*

**Group V
West Room
(Mezzanine)**

Selection of the staff for the business-teacher education department of a college or university: education background; personal qualities; length and kind of high school or other teaching experience; and business experience. Chairman: HARVEY A. ANDRUSS, *State Teachers College, Bloomsburg, Pennsylvania.*

**Group VI
Parlor B**

Work experience as a part of business teacher education: amount of time to be required; vacation versus during-school-year; week-in and week-out versus continuous work; coordinating and supervising the program; credit; and remuneration. Chairman: JOHN M. TRYTTEN, *University of Michigan, Ann Arbor, Michigan.*

**Group VII
Parlor C**

The teachers of business subjects in the post high school and the college: educational background; personal qualities, and business experience. Chairman: HAROLD B. GILBRETH, *Winthrop College, Rock Hill, South Carolina.*

**Group VIII
Solarium**

(Continued)

**SECOND
GENERAL
SESSION**
Teacher Education
Friday
2:00 p.m.
Solarium

RESEARCH
Friday
3:45 p.m.
West Room
(Mezzanine)

ADMINISTRATORS
Friday
8:00 p.m.
Board Room
(Mezzanine)

NABTTI—Reports from the Group Conferences: Further Statements Concerning the Problem Areas (2:00-3:30 p.m.).
Chairman: JAMES R. MEEHAN, *Hunter College, New York City.*
Reports from the Group Chairmen.
Audience Participation.

UBEA Research Foundation

"Presentation of Problems in Business Education Research"—Chairman: PAUL S. LOMAX, *President of Foundation.*

"Coordination of Research in Business Education"—A Panel Discussion—JESSIE GRAHAM, *Los Angeles Public Schools, Vice President, UBEA Research Foundation*; ELVIN S. EYSTER, *Indiana University, Bloomington, UBEA Committee on Cooperation with Delta Pi Epsilon*; M. HERBERT FREEMAN, *State Teachers College, Paterson, New Jersey, National President, Delta Pi Epsilon*; ALBERT C. FRIES, *Northwestern University, Evanston, Illinois, Chairman, UBEA Committee on Cooperation*; E. C. MCGILL, *State Teachers College, Emporia, Kansas, President, NABTTI*; JOHN L. ROWE, *Teachers College, Columbia University, New York City, Vice President, NABTTI*; and JOHN M. TRYTTEN, *University of Michigan, Ann Arbor, National Vice President, Delta Pi Epsilon.*

"Progress Reports on the Research and Service Projects of Delta Pi Epsilon"—HERBERT A. TONNE, *New York University, New York City, Chairman of Delta Pi Epsilon Committee on Research and Service Activities.*

"Project on Good Classroom Practices"—HERMAN G. ENTERLINE, *Indiana University, Bloomington.*

"Bulletin on Suggestions for Organizational Activities"—ESTELLE POPHAM, *Hunter College, New York City.*

"Annual Bibliographs of Outstanding Articles"—J. MARSHALL HANNA, *Ohio State University, Columbus.*

"Evaluative Criteria in Business Education"—HAMDEN L. FORKNER, *Teachers College, Columbia University.*

UBEA Administrators Division

"Inservice Training Programs for Business Teachers"—Chairman: BERNARD A. SHILT, *President, Administrators Division.*

"The Contribution of Local Administrators and Supervisors"—ELVIN S. EYSTER, *Indiana University, Bloomington, Indiana.*

"The Contribution of Business Teacher-Training Institutions"—PAUL S. LOMAX, *New York University.*

"Problems in Business Education Supervision and Administration and What the Administrators Division Should Do About Them"—A Panel Discussion.

U. S. Chapter, International Society

"UBEA and Its International Responsibilities"—Chairman: HAMDEN L. FORKNER, *President, U. S. Chapter.*

"The Program of the Commission on Education in the Occupied Areas"—DOROTHY H. VEON, *Pennsylvania State College, State College, Pennsylvania.*

"A Business Teacher Attends the International Conference on Business Education"—IRENE HYPPE, *District of Columbia Schools, Washington, D. C.*

Plans for the 1951 London Conference of the International Society.

Plans for the 1952 New York Conference of the International Society.

NABTTI—The Supervision of Student Teaching—A Cooperative Enterprise (9:30-11:30 a.m.). Chairman: JOHN L. ROWE, *Teachers College, Columbia University, New York City.*

Demonstration: Professional Supervision of a Student-Teacher in Charge of Teaching the Unit: Handling the Mail.

Scene 1. Conference between student teacher and laboratory teacher.

Scene 2. A student teacher in action with the laboratory teacher and university supervising teacher present.

Scene 3. Evaluation of the lesson on the part of the student teacher, the laboratory teacher, and the university supervising teacher.

The laboratory teacher—MARY E. CONNELLY, *Professor of Business Education, Boston University, College of Practical Arts and Letters, Boston, Massachusetts.*

The student teacher—DONALD J. D. MULKERNE, *Supervisor of Student Teachers, Milne School, New York State College for Teachers, Albany, New York.*

The university supervising teacher—FLORENCE B. STRATEMEYER, *Professor of Education, Teachers College, Columbia University, New York City.*

Presiding: E. C. MCGILL, *President, NABTTI.* Annual Business Meeting of National Association of Business Teacher-Training Institutions.

Presiding: EDWIN A. SWANSON, *President of UBEA.*

Speaker: JAMES L. McCASKILL, *Coordinator, National Conference for Mobilization of Education, Washington, D. C.*

Subject: "Crucial Problems in Education Resulting from Mobilization."

INTERNATIONAL
Saturday
Breakfast
7:45 a.m.
West Room
(Mezzanine)

**THIRD
GENERAL
SESSION**
Teacher Education
Saturday
9:30
Trimble Hall
(Mezzanine)

**BUSINESS
SESSION**
Saturday
11:30 a.m.
Trimble Hall

**ANNUAL
LUNCHEON**
Saturday
12:15 p.m.
Ocean Dining
Room

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

In this section of the BUSINESS EDUCATION (UBEA) FORUM, affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Education Association, Business Education Section
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Teachers Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Education Association, Business Education Section
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1, Business Education Section
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Commercial Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
South Carolina Business Education Teachers Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Education Association, Commercial Section
Wyoming Business Education Association

Wisconsin

The first annual convention of the Wisconsin Business Education Association was held in Milwaukee, Wisconsin, November 2-3, 1950.

Elvin S. Eyster, School of Education, Indiana University, discussed "Perspectives in Business Education" at the general meeting. Dr. Eyster stated, "The first perspective is a consideration of our relationship to general education. We must first think of ourselves as teachers and secondly as teachers of business subjects. Dr. Eyster emphasized as his second perspective an awareness of the attitudes of young people. He said, "The future of our democracy depends on our teaching these perspectives."

Friday's sectional meetings included: *Salesmanship*—"Salesmanship Takes No Holiday"—Loring T. Hammond
Shorthand—"Teaching Advanced Shorthand and Transcription with the New Gregg Materials"—Juliabel Strauch
Office Practice—"Some New Thoughts on Office Practice"—W. Harmon Wilson
Basic Business—"Philosophy of Business Guidance"—Magdalene Radke
Typewriting—"Techniques for Typing Accuracy"—Harry B. Bauernfeind
Bookkeeping—"Evaluation of the High School Program of Bookkeeping"—V. E. Breidenbaugh

The newly elected officers of the association are: Harold Bellas, Wausau, *President*; Kenneth Peterson, Neenah, *First Vice-President*; John Philipps, Racine, *Second Vice-President*; and Mary Swarthout, Whitefish Bay, *Secretary-Treasurer*. The Executive Board consists of Russell Hosler, University of Wisconsin; Ray Ruppel, Waukesha; Mary Robek, Superior; and Herbert A. Simon, Appleton.

New Jersey

The New Jersey Business Education Association held its regular Fall meeting in Atlantic City on November 11. Barbara Lawrence, Training Director of the Revlon Products Corporation, discussed "Good Grooming and Its Relation to Business Education" at the morning meeting. A demonstration of the proper selection and application of cosmetics followed the talk. At the luncheon meeting, Milton Bacon, philosopher and

humorist, spoke on the topic "Watch Yourself Go By."

Officers of the Association are: *President*, August Muller; *Vice-President*, Evelyn Stevens; *Secretary*, Gilbert Kahn; and *Treasurer*, Bert Card.

Delaware

The business teachers of Delaware met at P.S. duPont High School, Wilmington, Delaware October 27, 1950, for their annual meeting. This meeting was a sectional meeting of the Delaware State Educational Association's annual convention. E. J. Deveraux, Wilmington High School, presided.

After a half hour of renewing acquaintances over coffee and doughnuts, the formal meeting began at ten o'clock. Of special interest was the panel discussion of the topic "Life Adjustment Through Business Education." Paul S. Lomax, Chairman of the Department of Business Education, New York University, capably served as guest moderator. The panel participants included: Clarence A. Fulmer, Principal, Wilmington High School; E. Charles Stump, Personnel Director, Hercules Powder Company; V. Ernestine Moore, Coordinator of Office Occupations, Wilmington Secondary Schools; Willard H. Fisher, Business Instructor, Laurel High School; Rita Faenza, Service Department, E. I. duPont de Nemours and Co; and June Wren, Sales Department, Bird-Speckman, Inc.

Each of the panel participants spoke five minutes on a specific phase of the general topic after which there were questions directed to the panel by attending business teachers. Dr. Lomax then summarized the discussion.

The efforts of all panel participants in preparing and presenting their viewpoints made the discussion a complete success.

The following persons were elected to serve the association as officers:

President—Harold J. McDonald, Harrington High School, Harrington, Delaware; *Vice President*—William Ott, Beacom College, Wilmington, Delaware; and *Secretary-Treasurer*—Samuel Albanese, Greenwood High School, Greenwood, Delaware.—E. J. DEVERAUX

(Continued on page 48)

SBEA

BUSINESS EDUCATION IN THE SOUTH

MARY HELEN DODSON, Editor

Southern

John T. Moorman, Head of the Department of Business Education at the University of Florida, Gainesville, was elected president of the Southern Business Education Association for the year beginning January 1. Dr. Moorman succeeds Elise Etheredge of Columbia High School, Columbia, South Carolina. R. A. Evans of Evans College of Commerce, Gastonia, North Carolina, was chosen as first vice-president; and Arthur L. Walker, State Supervisor of Business Education, Richmond, Virginia, was elected to the second vice-presidency. The election took place at the annual meeting which was held in Richmond on November 23-25, 1950.

The association took official action at the Richmond Convention to become a region of the United Business Education Association. In accordance with the unification plan, the SBEA will retain its autonomy and continue to render special services to business education in the southern states. As a regional association, SBEA will be in a position to merge

several of its activities with those of the national association so as to strengthen and expand the services of both groups.

SBEA will hold its next annual meeting in Biloxi, Mississippi.

West Virginia

"Better Business Education" was the theme of the annual fall meeting of the West Virginia Business Education Association held in Charleston, October 26. There was a panel discussion, in which Don Lewis of The Hammond Bag and Paper Company spoke on "Public Relations." Thomas N. Smith, West Virginia Supervisor of Business Education, presented a program for selecting and obtaining business machines for college and high school business departments. Cloyd P. Armbrister, Concord College, served as moderator of the panel.

O. N. McCoy, Wheeling, president of the association, presided at the business meeting. New officers elected are: Virginia Robinson, Clarksburg, *President*; Dorothy Watson, Morgantown, *Vice President*; Doris Bowers, Nitro, *Secre-*

tary-Treasurer; and Irene Clark Evans, Huntington, member of the executive committee.

Florida

A regional meeting of the Florida Education Association was held on November 3 in St. Petersburg. The regional meeting, consisting of nine counties, included all instructional personnel, principals, supervisors, and county superintendents. The business education teachers from these counties held a luncheon meeting. The Pinellas County Council of Business Teachers was host to the visiting teachers. John J. Mangan, secretary of the state business education section of FEA, acted as toastmaster. Special guests were Donald Tate and J. Frank Dame, Florida State University, Tallahassee.

Dr. Dame gave a talk in which he stressed the following points—the importance of the National Business Entrance Tests for students seeking positions; the need for capable teachers and sufficient and up-to-date equipment for training business students; importance of a business club, such as Future Business Leaders of America, which is sponsored by UBEA; and the importance of teachers being professional minded and becoming affiliated with the local, state, and national associations.

(Continued on page 48)

Nineteen business educators from Louisiana and Mississippi visited Washington enroute to the annual convention of the Southern Business Education Association which was held in Richmond, Virginia, during the Thanksgiving weekend. Front row: (left to right) Cornelia F. Hoffpauir, Wilma Smith, Mrs. Pat Pruyn, Frances Skulley, Mrs. Delaney Baxter, Lillian C. Traver, Dorothy Gray, Congetta, Distefano, and Elizabeth Haggart. Back row: R. E. Donaldson (bus driver), Mrs. Nell Spinks, Patty Bee Bartell, Kenneth N. LaCaze, Johnnie Maye Childs, Maude Chaney, Marie Ann Abate, John Burns, Mary Ella Anderson, J. L. Lum, and Jewell Watson.



Four members of the 10,000 Club were among the business educators who attended the workshop sponsored cooperatively by the Alabama Business Education Association and the State College at Jacksonville. (Left to right): Lucille Branscomb, president of the association and member of the college staff; Mary George Lamar and Mary Helen Dodson, members of the staff at Alabama Polytechnic Institute, Auburn; Lelah Brownfield, head of the secretarial science department at Alabama College for Women, Montevallo. Betty Morgan, a student, is standing at the right.



THEODORE YERIAN, Editor

BUSINESS EDUCATION IN THE WEST

Washington

Washington has been faced with the problem of organizing a State Business Education Association which will be eligible for membership in WBEA. The State Education Association holds twelve regional conferences instead of one large state meeting. As a result, it has been decided by those from Washington who were in the original group which met to found WBEA that a state organization should be established.

The proposed organization will include Western Washington Business Education Association, which is already in operation with meetings held on the University of Washington campus, the Central Washington Business Education Association, to meet on the campus at Central Washington College at Ellensburg, and an Eastern Washington organization to meet at the same time as the Inland Empire Business Education section.

Don Fowler, business teacher at Lewis and Clark High School in Spokane, has been selected temporary president to head up the work towards a state group representing the three area associations. The Central Washington Association held its first meeting at Ellensburg on November 11. Gene Kosy, of the Business Education Department at the Central Washington College, is chairman of this year's program committee.—HAROLD WILLIAMS

Montana

Montana Business Teachers' Association is a division of the Montana Education Association and an affiliate of United Business Education Association. At its third annual meeting held October 26-27 in Billings, Montana, it voted to become a member of Western Business Education Association.

A definite effort has been made this year by the president, Mary E. Long of Columbus, and the group to promote better relationships between members of the group and their schools and the businessmen. The convention program was arranged to further this effort and businessmen and women from neighboring communities were invited to attend the convention and many took a prominent place in the program.

Moderator for the panel was Con Kelleher, representative of Western Life Insurance Company, Billings. Panel mem-

bers included prominent businessmen and business teachers.

Maurice Egan, Missoula County High School, Missoula, was elected *president* for the coming year at the business meeting. Earl F. Stickney, Fergus County High School, Lewiston, was elected *vice-president*; Donna Jenzka, St. Ignatius, *secretary*; and Orvall Nelson, Whitefish, *treasurer*.

Hamden L. Forkner, professor of education and head of the business education department of Teachers College, Columbia University, was the main speaker on the afternoon program. His topic was "Are We Doing Our Best in Business Education?" Dr. Forkner is a former Montanan, having completed his elementary and high school education in Stevensville and Missoula.

Idaho

At the state meeting of the Idaho Business Education Association held on April 13, 1950, at Boise, it was voted to authorize the officers of IBEA to ratify the WBEA constitution. At that time, Dean Thornton, Northern Idaho College of Education, was president of IBEA.

During the month of October 1950, all officers of IBEA unanimously voted to unite IBEA with WBEA. Idaho, indeed, is proud to be the first to announce its affiliation with the Western Business Education Association, a Region of the United Business Education Association.

Although IBEA is small in numbers, it does know how to get things done. Through the WBEA page in the FORUM, readers will learn about various projects throughout the state. At the present time, the entire state of Idaho is involved in a curriculum building program.

The following story by Dean Thornton of Northern Idaho College of Education describes the curriculum building programs. In later issues of the FORUM, the work of the various districts will be described.

The Workshop Plan

"Each year the seven educational districts of Idaho hold two-day conventions which are attended by all teachers in each district. Under the leadership of the Idaho Education Association and the State Department of Education, a departure was made from the usual pattern of teachers' conventions. Instead of dividing teachers into groups according to subjects and grades and having one or



A highlight of the joint meeting of the Los Angeles and Southern sections of CBEA was the presidents' informal conference. Left to right: Mary Alice Wittenburg, Los Angeles Section; Bessie Kaufman, California Business Education Association; Edwin A. Swanson, United Business Education Association; and Dolores Stevens, Southern Section. Miss Wittenburg is a former UBEA State Director.

two experts address them, these groups met as a workshop under the leadership of a chairman. The only advance preparation for these workshops was a meeting of the chairmen the night before the convention opened. At this meeting, the chairmen were briefed by the State Curriculum Director on methods of conducting workshops of this type.

"Teachers went to the workshop of their choice—Language Arts, Music, Business, and the like. A three-hour session was held each day in each of eleven subject-matter fields. Discussion in the Business Workshop, for example, was directed by the chairman to develop first, what should be included in the business curriculum, and second, the objectives and content of each subject course of study. Each teacher in the group had an opportunity to 'put in his nickel's worth.' A recorder took notes on the result of the discussions, which were submitted to the State Curriculum Director by the workshops in each of the seven districts.

"The reaction of the teachers to this workshop plan was surprisingly favorable. Many of them expressed their preference for participating personally in the curriculum revision plan instead of merely listening to someone make a speech or give a demonstration. When a curriculum is finally completed, teachers will surely accept it more readily, because it will have been developed by democratic procedures instead of being handed down as the work of a small curriculum committee at the top level."

Affiliated Associations

(Continued from page 45)

South Dakota

The South Dakota Commercial Teachers Association held its annual meeting on Monday, October 23, at Rapid City in connection with the South Dakota Education Association convention.

Cecil Puckett, Dean, School of Business Administration, University of Denver, was the main speaker for the sessions, speaking on "The Stake of Business and Industry in Business Education" at the luncheon and on "Techniques in Teaching the Skill Subjects" at the afternoon session.

Hulda Vaaler, State Director of UBEA, gave a report on the UBEA Assembly at St. Louis; and Betty Marie Jones spoke in behalf of the state-wide membership campaign.

Officers elected by the Association for the next two years are: *President*, Hulda Vaaler, University of South Dakota; *Vice President*, Arnold Reinertson, Aberdeen; *Secretary*, Mrs. Mary Gordinier, Sturgis; and *Treasurer*, Mrs. Olive Guerdard, Colome.

Each officer elected will be in charge of a district meeting in the fall of 1951. The next meeting of the entire Association will be in 1952.

Connecticut

The forty-sixth annual convention of the Connecticut Business Educators Association was held Saturday, May 6, at Teachers College, New Britain, Connecticut. The following officers were elected: *President*, Marie M. Stewart, Stonington High School, Stonington; *Vice President*, John H. Allen, Warren Institute, Bridgeport; *Secretary*, Margaret R. Cunningham, Robert E. Fitch High School, Groton; and *Treasurer*, Robert P. Cunningham, Weaver High School, Hartford.

"How Business Education Meets the Challenge of Business" will be the theme of the 1951 Annual Convention which is to be held on Saturday, May 12, at the University of Connecticut, Storrs.—MARGARET R. CUNNINGHAM, *Secretary*.

Indiana (North Central)

Robert Finch, Supervisor of Business Education of the Cincinnati City Schools, spoke at the Business Education section of the North Central Indiana Teachers Association, October 26. His subject was "The Major Problems in Business Education."

At the business meeting the teachers formed a permanent organization for the purpose of promoting greater interest of the teachers in studying common problems.

The following officers were elected:

President—Katharine VanBuskirk, Riley High School, South Bend; *Vice President*—Ralph K. Sellers, Michigan City; *Secretary*—Cleo Isom, Rolling Prairie; *Treasurer*—William Rogers, Wakarusa; *Advisory Council*—Iris Blank, Laporte; Harry Cooper, Elkhart; Jeanette Urquhart, Michigan City; Beulah Buchanan, Mishawaka; Leora Mishler, Bristol. N. Marie Siner, Elkhart, past president, becomes ex-officio member of council.

On November 7, the officers and council members met and made tentative plans to hold a work shop early in February. This workshop is to be held in South Bend and should interest all the business education teachers of this section.—N. MARIE SINER.

Southern

(Continued from page 46)

South Carolina

On Saturday, October 28, the second annual fall meeting of the SCBETA was held at Winthrop College. President Thelma Gaston of Sumter presided.

Harold B. Gilbreth, Head of the Commerce Department, Winthrop College, introduced the guest speaker, Harold H. Smith of Gregg Publishing Company, New York. The theme for the morning program was "Guidance as It Concerns the Business Teacher." Mr. Smith said, "We must face the fact that the calibre of work 'hitting the mail' has been degrading due to effects of depression years and war; therefore, we must upgrade the type of thought content through repetition."

The secretary of SCBETA, Eleanor Patrick, made an appeal to the group for unified memberships and reported that, to date, South Carolina has a membership of 70 in UBEA, 50 in SCBETA, and 50 in SBEA.

The afternoon session afforded an opportunity for the distribution of "A Tentative Guide to Teaching Business Education in the Secondary Schools of South Carolina." This guide was written by a committee of South Carolina teachers and was published by the State Department of Education.

Elise Etheredge, SBEA president, gave a résumé of the approaching convention, outlining the programs and naming various speakers and themes. Miss Etheredge gave also an informative review of the UBEA Representative Assembly which she attended in St. Louis. A round-table discussion was held with reference to "unified dues" and the opinions expressed at the meeting of the UBEA National Council for Business Education.

Louisiana

Louise Beard of University 'High School, Baton Rouge, was named president of the Louisiana Business Education Association at a meeting in Monroe on November 20.

Other officers elected for the coming year were: *Vice President*—Burton Risinger, Louisiana Polytechnic Institute, Ruston; *Treasurer*—Lanier Thompson, Ouachita High School, Monroe; and *High School Council Member*—Ruby Baxter, Grayson High School, Grayson.

Guest speakers were: Clyde I. Blanchard of the University of Tulsa, Karl D. Reyer of Louisiana State University, and Everett J. Kircher of Ohio State University.

The assembly passed a resolution requesting the state superintendent of education to appoint George T. Walker of Northwestern State College, as a representative of the LBEA to the state certification committee.

Students from Louisiana Polytechnic Institute who are studying to become business education teachers were recognized by the association and welcomed to the session.

Mississippi

Carl R. Crites, Mary F. Dunstan, and Thomas M. Pryor have joined the staff in the Division of Commerce, Mississippi Southern College, Hattiesburg.

Make your plans now to attend the Atlantic City meeting of the UBEA Divisions—NABTTI, Research Foundation, Administrators Division, and the United States Chapter of the International Society for Business Education. Reservations for room accommodations on February 16-17 should be sent to the Claridge Hotel.

If you wish to remain for the AASA convention which opens on February 17, your request for reservation should be sent to: Housing Bureau, AASA, 16 Central Pier, Atlantic City, N. J.

Delta Pi Epsilon

Volume II of *A Directory of Film Evaluation for Teachers of Business Subjects*, prepared and sponsored by Kappa Chapter, Delta Pi Epsilon is now available.

The 1949 evaluations of fifty-five films, a mimeographed booklet, may be obtained for seventy-five cents from the Instructional Materials Laboratory, School of Education, University of Michigan, Ann Arbor, Michigan. Remittances should accompany all orders.

Volume II is a supplement to Volume I, which contained ninety-two evaluations and is still available at one dollar a copy. These evaluations have been prepared to guide the business teacher in the effective selection and utilization of films in all business courses.



Jean Broughman of Richmond, Virginia, was installed as the first president of the Virginia State Chapter of FBLA. Jean is also president of the chapter at Varina High School in Richmond, Virginia. She appeared on the television broadcast when

the presentation ceremony of the FBLA Charter was re-enacted.

Virginia State Chapter Installed

A highlight of the convention of the Southern Business Education Association was the installation of the Virginia State Chapter of FBLA by representatives from state FBLA chapters in the South. Dr. Edwin Swanson, president of the United Business Education Association which is the sponsoring organization of the Future Business Leaders of America, presented the state charter to Jean Broughman at the impressive installation service. The ceremony was a part of the program following the Fellowship Dinner.

Mr. Cameron Bremseth, Georgia State College for Teachers, Collegeboro, was the installing official. Others who participated in the installation service were Mrs. Rita Heape of Greenville Senior High School, who is sponsor of the South Carolina State FBLA Chapter; Miss Gladys Peck, State Supervisor of Business Education in Louisiana and an honorary member of the Louisiana State Chapter of FBLA; Mary Ann Shumpert, Columbia High School, Columbia, South Carolina; Pat Grumbles, Greenville Senior High School, Greenville, South Carolina; Dorothy Taylor, Henry Clay High School, Ashland, Virginia; and Emily Sloan, Greenville Senior High School, Greenville, South Carolina. The properties used in the ceremony were provided by the sponsor, Miss Ola Murray, and members of the Henry Clay Chapter of FBLA at Ashland, Virginia.

Sponsors and delegates from local FBLA chapters in Virginia convened in the James Monroe Room of the John Marshall Hotel in Richmond on November 23 to elect state officers and to establish the necessary organizational procedures for the formation of the Virginia Chapter. The following officers were elected and installed: *president*, Jean Broughman, Varina High School, Rich-

Georgia State Chapter Holds Conference

Representatives from ten FBLA chapters in Georgia attended the pre-convention planning conference held at the Atlanta Division of the University of Georgia. The workshop which met for three hours drafted a general outline of activities for the state convention which is to be held in the spring at Marietta High School, Marietta, Georgia.

Mercer University Chapter at Macon was appointed to draft a state constitution and to send each chapter a copy of the proposed constitution by the end of January. Each chapter will discuss the constitution at the February meeting and any changes or suggestions should be forwarded to the Mercer chapter for consideration. The constitution will be presented for adoption at the convention.

A plaque will be awarded to the chapter presenting the best scrapbook at the convention. These scrapbooks which should show the work and achievement of chapters will be judged on the following points: neatness, originality, number of activities, and number of members participating in the project. Rome Senior High School Chapter volunteered to formulate a point system which will serve as a guide for evaluating the work of members and chapters. The state convention will be held at Marietta High School in April.

mond; first vice-president, Nancy Stegar, Granby High School, Norfolk; *second vice-president*, Nancy Sule, Hopewell High School, Hopewell; *secretary*, Mary Ann Lewis, Cradock High School, Portsmouth; *treasurer*, Shirley Warner, Martinsville High School, Martinsville; and *reporter*, Joan Ann Summs, Granby High School, Norfolk. Mr. A. L. Walker and Miss Marguerite Crumley will serve as state sponsors.

FBLA Televised

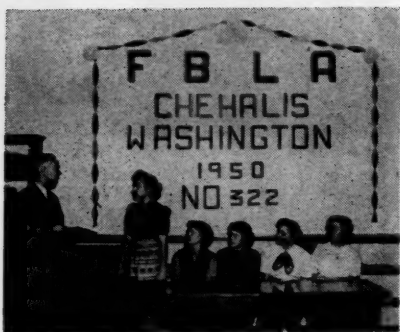
Another outstanding event of the convention was the television program presented on Friday evening over the local television station. Dr. Edwin Swanson and Mr. Hollis Guy, executive secretary of the Future Business Leaders of America, in an interview gave the history and development of the FBLA organization. FBLA members who participated on the program were Jean Broughman, state president; Nancy Stegar, and Joan Ann Summs.



Among the members of the FBLA Chapter at Delhart, Texas are: (first row, left to right) Doris Black; Wendall Howell, president; Barbara Ritchie, treasurer; Beth Bates, vice president; Mary Gaines, secretary; Walter Mathews, public relations chairman; (second row, left to right) Georgia Rositer; Chryste Ingram; Eula Mae McAdams; Irene Ritchie; Betty Ann Cantrell; Lynn Craft; Johnny Renshaw; Sally Fields; Darlene Garrison; (third row) Mr. J. D. Fonburg, principal; and Mrs. Icie B. Walker, sponsor.

Chapters Recently Organized

Alabama—Leeds High School, Leeds.
California—David Starr Jordan High School, Long Beach.
Illinois—Carrier Mills Community High School, Carrier Mills; Elgin High School, Elgin; and Newton Community High School, Newton.
Indiana—Hammond High School, Hammond.
Kentucky—Campbellsville Junior College, Campbellsville.
Louisiana—Carenbro High School, Carenbro; Coushatta High School, Coushatta; Hammond High School, Hammond; and Haynesville High School, Haynesville.
Maine—North Berwick High School, North Berwick.
Maryland—La Plata High School, La Plata.
Mississippi—Morton High School, Morton.
New Mexico—Menaul School, Albuquerque.
North Carolina—Bernardsville High School, Bernardsville.
Ohio—Pemberville High School, Pemberville.
Oregon—Southern Oregon College, Ashland.
Oklahoma—Central High School, Oklahoma City.
Texas—Arp High School, Arp; and Electra High School, Electra.
Virginia—Christiansburg High School, Christiansburg; James Monroe High School, Fredericksburg; Hopewell High School, Hopewell; Granby High School, Maury High School, and Norview High School, Norfolk; King William High School, Palls; Cradock High School, Portsmouth; and Varina High School, Richmond.



F. B. Smith presents the chapter charter to Joyce Thomas who is the president of the chapter at Chehalis, Washington.

Chehalis (Washington) Chapter Reports

"The Aims and Objectives of FBLA," was the topic of the talk given by Mr. M. W. Ball of Olympia, Washington, guest speaker at the installation of the FBLA chapter at Chehalis High School, Chehalis, Washington. Mr. F. B. Smith, sponsor, presented the charter to Joyce Thomas, president of the chapter. Other pupils participating on the program were Lucetta Smalley, Ruth Nelson, Pauline Hitchcock, and Patricia Doyle.

The publication of a student handbook to be presented to students at the opening of the school year was the 1950 project. The chapter conducted a "Miss Ideal Secretary" contest. Mr. C. V. Rhodes, superintendent of schools, presented the award to Jo Ann Phillipi, winner of the contest. The presentation took place at the annual school dance.

Third Annual State FBLA Convention in Ohio

Mentor (Ohio) High School Chapter of FBLA was presented the annual award as the chapter which had contributed most to the promotion and achievements of the Future Business Leaders of America in Ohio. Robert Novak, state president, presided at the third annual state convention held at Mentor High School on October 13 and 14.

Following registration on Friday evening, the delegates attended the Mentor-Chardon football game. A reception was held after the game for FBLA members. A demonstration of business machines was conducted on Saturday morning before the first general session.

The welcoming address was given by D. R. Rice, Superintendent of Mentor Schools. "Young people interested in business should prepare themselves with a broad education and select as their major study an area of business which they enjoy and have the most interest in following," was the keynote of the

address by Dr. Galen Stutsman entitled, "Challenges Business Offers." He also stated that a business leader must understand company, community, national and international business problems.

The afternoon session was devoted to discussion sessions. Delegates and representatives were separated into the following groups: finance, projects, organizing and installing new chapters and inter-chapter relations. Delegates reconvened at 3:00 p.m. for the reports of committees and the election of state officers.

Installation of the state officers concluded the activities. Jay Riedel of



Jay Riedel, newly elected president of the Ohio State Chapter of FBLA, receives the gavel from Robert Novak who is the retiring state president.

Terrace Park High School, Terrace Park, was elected state president. Other state officers for 1950-51 are: *first vice-president*, Helen Rigney, Libbey High School, Toledo; *second vice-president*, Robert Creamer, Junior-Senior High School, Mentor; *secretary*, Nancy Carver, High School, Chardon; *treasurer*, Margaret Hall, Burnham High School, Sylvania; and *reporter*, June Brazier, Bowling Green State University, Bowling Green. Dr. E. G. Knepper, Bowling Green State University, is the state collegiate advisor and Mr. Clarence W. Phillips of Mentor High School is the state high school advisor.

Naperville (Illinois) Chapter By Joyce Lindholm

The activities of the Naperville High School Chapter of FBLA for the year 1949-50 were designed to promote better business, school and community relations.

Four attitudes—the attitude toward yourself, your co-workers, your employer, and your job—were stressed in the talk, "Creating Right Attitudes," given by Mr.

W. W. Stegman, vice president of the Kroehler Manufacturing Company, at the October meeting. To give the students a better understanding of the various functions of the business offices, Mr. Francis Kellogg conducted a tour of the General Offices of the Kroehler factory in November. On this tour, the students were given an opportunity to observe the operations of machines and to talk with the employees.

At the meeting of the Illinois FBLA sponsors and student representatives in November, the Naperville FBLA Chapter accepted the responsibility of publishing the *Illinois Future Business Leader*. Under the supervision of Miss Ona Lemmon, sponsor, Mr. Francis Kellogg, member of the advisory committee, and Ed Eigenbrodt, editor, three issues were mailed to all business departments in the high schools in Illinois and a copy of the December issue was sent to each FBLA chapter in the United States.

The boys who are members of the chapter were guests of Mr. Willard Broeker at the Lions Club luncheon in January. Mr. F. Seville Gaston, faculty advisor, gave a talk on the purposes and activities of the FBLA organization at the luncheon. "Qualities of a good secretary," was the topic of the panel discussion conducted at the February meeting by four secretaries who are graduates of the high school. They also answered questions submitted by the students in secretarial training classes.

Helene Hayes and Dale Flory were the chapter delegates to the FBLA State Convention which was held in Springfield on March 3 and 4. Ed Eigenbrodt was the acting chairman for business meeting and was elected president of the Illinois State FBLA Chapter. Arlene Yackley gave the chapter report. The four representatives were accompanied by the sponsors, Miss Ona Lemmon and Mr. F. Seville Gaston.

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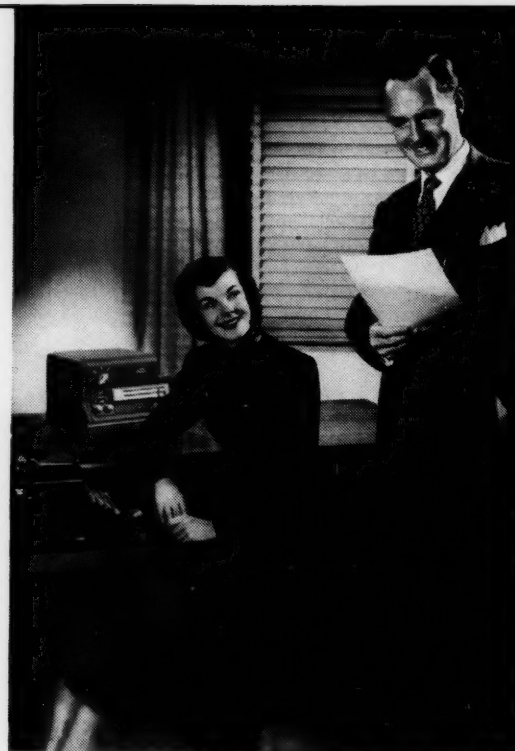
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